

DOCUMENT RESUME

ED 059 835

RE 003 808

TITLE A Massive Attack Upon Reading Disability Among
Northwest Indiana Public and Non-Public Schools.
INSTITUTION Northwest Multi-Service Educational Center,
Valparaiso, Ind.
PUB DATE Aug 71
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*Reading Programs; *Regional Cooperation; Remedial
Reading

ABSTRACT

Through cooperation with Valparaiso University, schools in northwest Indiana provided specialized personnel to assist the disabled reader through diagnosis and prescriptive recommendations and to assist teachers with the improvement of reading instruction. The project included the following programs: (1) the Northwest Indiana Elementary and Secondary School Cooperative formed among 33 school corporations, (2) the Northwest Multi-Service Educational Center serving as the central office, (3) the Northwest Reading Clinic, and (4) a teacher inservice program. The intense inservice program with 8,906 participants emphasized the characteristics of reading disability, trends and techniques of reading remediation, and the use of published materials. One hundred and six teachers have taken graduate course work in reading, and 30 of these have completed the clinical practicum course and now serve as reading clinicians at the educational center. Data from the sampling show that intervention of the failure syndrome has occurred in 94 percent of the disabled readers. Implementation of the project, its operational programs, and significant achievements of each program are reported, and figures and tables are included. (AW)

ED 059835

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER

A Massive Attack Upon Reading Disability
Among Northwest Indiana Public and Non-Public Schools

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
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POSITION OR POLICY.

The work presented or reported herein was performed, pursuant to
Award Grants, ESEA, Title III, (March 24, 1966-August 31, 1971),
from the U.S. Office of Education, Department of Health, Education
and Welfare, and pursuant to local funds as provided by members of
the Northwest Indiana Joint Services and Supply Fund, (September 1,
1970 - August 31, 1971).

RE 003 808

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Intrbduction

The enactment by Congress of Public Law 89-10, Elementary and Secondary Education Act of 1965, provided motivation for the Title III project which is described in these pages.

Dr. Paul W. Lange and Wayne E. Swihart, both professors at Valparaiso University, Valparaiso, Indiana, conceived the ideas and prepared the original application to the U.S. Office of Education.

The project objective was to provide specialized personnel to assist (1) the disabled reader through diagnosis and prescriptive recommendations, and to assist (2) teachers with the improvement of reading instruction. To meet this objective, many agencies provided facilities, counsel and cooperation. Valparaiso University provided facilities and personnel from the Graduate School to train 30 skilled diagnosticians. School boards and school administrators of Northwest Indiana encouraged their teachers to participate in the programs. Many school corporations gave the use of school buildings and custodial service. The Valparaiso Community Schools provided office space and equipment to start and continue the project.

Through the cooperative efforts of Valparaiso University and the participating schools, over 2500 disabled readers and their teachers have been served from September, 1967 through August 31, 1971.

Many agencies and individuals have accepted responsibility with this project. Helping the disabled reader is the reward of an enthusiastic and competent regular and associate staff.

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER

P.O. Box 295, Valparaiso, Indiana 46383

Dial 219 - 462-8580

2.

I. Documentary Information about the Project.

A. Summary of Planning Grant - OE 66-500

(March 24, 1966 -- August 31, 1966)

Grant Award	-- \$ 51,500.00
Funds Expended	-- 26,056.98
Balance unexpended and returned	-- \$ 25,443.02

This account was closed with the Valparaiso Community Schools.

Wayne E. Swihart, Project Director

1-28-70

B. Award Documents.

3.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

NOTIFICATION OF GRANT AWARD

MAILING ADDRESS Valparaiso Community Schools 405 N. Campbell Street Valparaiso, Indiana 46383	GRANT NUMBER <u>OE 3-6-000500-0250</u> PROJECT NUMBER <u>500</u> AMOUNT <u>\$52,100</u> PERIOD: FROM <u>2/21/66</u> THROUGH <u>6/21/66</u>
GRANT AWARD ☐	REVISED GRANT AWARD ☐

PROPOSAL TITLE:
Northwest Indiana Elementary and Secondary School Cooperative

X SCOPE OF WORK AND/OR SPECIAL CONDITIONS:

Attached terms and conditions, dated 3/15/66, eight copies
and letter of March 22, 1966 explaining transfer of Contingency fund.

GRANT AUTHORITY: P.L. 89-10

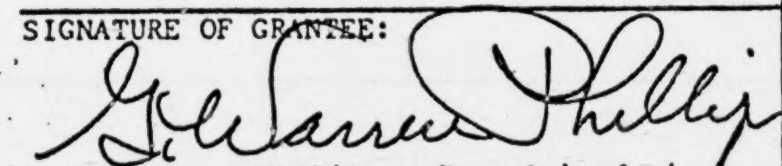
Section 201-203

756-70279

2380001

ACCEPTEDAPPROVED

SIGNATURE OF GRANTEE:

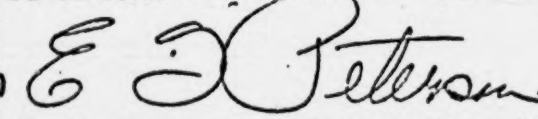


Mr. C. Warren Phillips, Superintendent

TYPE NAME AND OFFICIAL TITLE

DATE:

SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL:



E. T. Petersen, Contracting Officer

TYPE NAME AND OFFICIAL TITLE

DATE: MAR 24 1966

THIS GRANT AWARD IS MADE SUBJECT TO TERMS OF THE ATTACHED OE GRANT TERMS AND CONDITIONS
AND THE ABOVE REFERENCED PROPOSAL.

ACCOUNTING DATA

TRANS. CODE 1	SOC. REF. 2	OBLIGATION NUMBER 3	FY 4	UNIFORM ACCT'G. NO. 5	OBJECT CLASS 6	PROGRAM CODES				VOUCHER NUMBER 11	SCHEDULE NUMBER 12
						EXP. CLASS 7	BAL. PAY 8		SEC. REPT. 10		

SEC. CODE 13	GOVT./ NON-GOVT. 14	VENDOR NUMBER 15	AMOUNT 16	CR. SYM 17	GENERAL LEDGER		APPROPRIATION SYMBOL 20	
					DEBIT 18	CREDIT 19		
								21

3/FC/jt

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

NOTIFICATION OF GRANT AWARD

MAILING ADDRESS Valparaiso Community Schools 405 N. Campbell Street Valparaiso, Indiana 46383	GRANT NUMBER: OEG 3-7-672793-2880 PROJECT NUMBER: 67-2793 AMOUNT: \$360,334.00 PERIOD: FROM <u>2/23/67</u> THROUGH <u>2/12/68</u>
	GRANT AWARD ☒ REVISED GRANT AWARD ☐

PROPOSAL TITLE: Northwest Multi-Service Center

~~FOR WORK AND/OR~~ SPECIAL CONDITIONS: Grant Terms and Conditions for Title III dated April 13, 1966, applicant's proposal dated August 24, 1966 and Project Addendum submitted on December 20, 1966.

GRANT AUTHORITY: P.L. 89-10 Sec. 301-308 7570279 2340035

<u>ACCEPTED</u>	<u>APPROVED</u>
SIGNATURE OF GRANTEE: <i>G. Warren Phillips</i> G. Warren Phillips, Superintendent of Schools	SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL: <i>F. H. Hundemer, Jr.</i> F. H. Hundemer, Jr., Grants Officer
TYPE NAME AND OFFICIAL TITLE DATE: <u>2-6-67</u>	TYPE NAME AND OFFICIAL TITLE DATE: <u>FEB 9 1967</u>

THIS GRANT AWARD IS MADE SUBJECT TO TERMS OF THE ATTACHED OE GRANT TERMS AND CONDITIONS AND THE ABOVE REFERENCED PROPOSAL.

ACCOUNTING DATA

TRANS. CODE 1	DOC. REV. 2	OBLIGATION NUMBER 3	FY 4	UNIFORM ACCT'G. NO. 5	OBJECT CLASS 6	PROGRAM CODES				VOUCHER NUMBER 11	SCHEDULE NUMBER 12
						EXP. CL. 7	SAL. PAY 8		SEC. REPT. 10		

GEO. CODE 13	GOVT./ NON-GOVT. 14	VENDOR NUMBER 15	AMOUNT 16	CR. SYM 17	GENERAL LEDGER		APPROPRIATION SYMBOL 20	
					DEBIT 18	CREDIT 19		
								21

Contract Specialist:

Mrs. Joan B. Water, dfe

CD/ESB - A/C (202) 963-4460

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

WASHINGTON, D.C. 20202

Recd. FEB. 15, 1969 200.

5.

NOTIFICATION OF GRANT AWARD

Vendor No. 405132

1. NAME AND ADDRESS OF INSTITUTION (No. and Street, City, State & Zip Code No.)

Valparaiso Community Schools
405 N. Campbell Street
Valparaiso, Indiana 46383

2. GRANT NO.

OEG-3-7-672793-2880(056)

3. PROJECT NO.

67-02793-1

4. AMOUNT

\$235,460.00 (Increase)

5. PERIOD OF GRANT (month, day, year)

A. FROM

as extended

B. THROUGH

2/12/69

6. GRANT AWARD IS (check one)

1 ☐ NEW

2 ☒ REVISED No.1

7. PROPOSAL TITLE

Northwest Multi-Service Educational Center

8. THE GRANT AWARD IS MADE ON THE BASIS OF: This Grant shall be administered in accordance with "A Manual For Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, Revised May, 1967."
This Grant covers the final budget period of the project period, and extends Grant Number OEG-3-7-672793-2880 awarded 2/13/67 to 2/12/69. Grantee has authority to expend funds, not to exceed \$145,000.00, awarded for activities of the second budget period and not expended as of 2/12/68. Total amount authorized to be expended in this period 2/13/68 to 2/12/69 is \$235,460.00. The unexpended \$145,000.00 awarded for activities of the second budget period must be expended before funds from this Grant award can be expended.

Cumulative Award for the Project: \$593,794.00

It is understood that the Grantee in submitting its proposal, has agreed to accept the terms and conditions of the Grant Award as set forth in the documents described above. If not acceptable, the Grantee must so notify the Office of Education in writing within ten (10) days after the date of approval of the Grant indicated below.

9. GRANT AUTHORITY

Public Law 89-10, Section 301-308

Appn. 7580279

U.A.N. 82210269

APPROVED

NAME OF GRANTS OFFICER (Please type)

F. H. Hundemer, Jr.

Chief, Elementary and Secondary Branch, OE-ADM-CD

SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL

DATE

ACCOUNTING DATA
(For Office of Education Use Only)

TRANS. CODE	DOC. REF.	OBLIGATION NUMBER	FY	UNIFORM ACCT'NG NO.	OBJECT CLASS	PROGRAM CODES				VOUCHER NUMBER	SCHEDULE NUMBER
						EXP. CLASS	BAL. PAY		SEC. REPT.		
1	2	3	4	5	6	7	8	9	10	11	12
GEO. CODE	GOVT./ NON-GOVT.	VENDOR NUMBER	AMOUNT	CR. SYM	GENERAL LEDGER		APPROPRIATION SYMBOL				
					DEBIT	CREDIT					
13	14	15	16	17	18	19	20	21			

9/67

C/S: Jean D. Gilpin Tel. (202) 963-4461

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20208

NOTIFICATION OF GRANT AWARD

(Single Signature)

VENDOR NUMBER

6.

405132

1. NAME AND ADDRESS OF INSTITUTION (No., Street, City, State, and ZIP Code)

Valparaiso Community Schools
405 N. Campbell Street
Valparaiso, Indiana 47383

2. GRANT NUMBER

030-3-7-672693-2880 (056)

3. PROJECT NUMBER

67-02793-1

4. AMOUNT

No Change

5. PERIOD OF GRANT (Month, Day, Year)

FROM

THROUGH

As extended

6/12/69

7. GRANT AWARD IS (Check one)

A. ☐ NEW

B. ☒ REVISED 3

6. MAKE CHECKS PAYABLE TO:

Valparaiso Community Schools

8. PROPOSAL TITLE

Northwest Multi-Service Educational Center

9. SCOPE OF WORK AND/OR SPECIAL CONDITIONS

The grant is hereby extended to 6/12/69. This extension will be at no additional cost to the government. Request granted in accordance with letters from Mr. G. Warren Phillips dated Dec. 26, 1968.

All other terms and conditions remain unchanged.

10. GRANT AUTHORITY

P.L. 89-10, Sec. 301-308

Appn: 7580279

CAN: 82210269

APPROVED

11. NAME OF GRANTS OFFICER (Please type)

F.H. Hundemer, Jr.

12. DATE

13. SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL

ACCOUNTING DATA (Office of Education Program offices will complete items marked with an asterisk)

R T	MAC. NO.	F Y*	BATCH NO.	COMMON ACCOUNTING NUMBER*	EFF. DATE	OBLIGATION NUMBER*	TRANS CODE	AMOUNT (Dollars & Cents)*	NEG. SYM.*	OBJECT CLASS*	VENDOR NUMBER*
(1)	(2)	(3)	(4-7)	(8-15)	(16-18)	(19-33)	(34-36)	(37-48)	(49)	(50-53)	(54-68)
		8		82210269		672-793				41.10	405132
PROGRAM CODES				CNTRL FUND		REC COUNT	APPROPRIATION SYMBOL*		ALLOTMENT NUMBER		PPD NUMBER
GOVT. NON-GOVT.				SCI/NON-SCI	BAL PAY	(77)	(78-80)				
(66-71)				(72-74)	(75-76)			7580279			

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ON 8000 (112-66)

Contract Specialist:

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

WASHINGTON, D.C. 20202

7.

CD/ESS - A/C (202) 963-

NOTIFICATION OF GRANT AWARD

Vondor No.

1. NAME AND ADDRESS OF INSTITUTION (No. and Street, City, State & Zip Code No.)

Valparaiso Community Schools
Administration Building
405 North Campbell Street
Valparaiso, Indiana 47383

2. GRANT NO.

OEG-3-7-672793-2880(056)

3. PROJECT NO.

727932

4. AMOUNT

\$ 175,000. (Increase)

5. PERIOD OF GRANT (month, day, year)

A. FROM

as extended

B. THROUGH

6/12/70

6. GRANT AWARD IS (check one)

1 ☐ NEW

2 ☒ REVISED

#5

7. PROPOSAL TITLE

"Northwest Multi-Service Educational Center"

8. THE GRANT AWARD IS MADE ON THE BASIS OF: This Grant shall be administered in accordance with "A Manual For Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, Revised May, 1967."

This Grant covers the final budget period of the project period, and extends Grant Number OEG-3-7-672793-2880 awarded 2/3/67 to 6/12/70. Grantee has authority to expend funds, not to exceed \$ - - -, awarded for activities of the second budget period and not expended as of - - -. Total amount authorized to be expended in this period 6/13/69 thru 6/12/70 is \$ 175,000. The unexpended \$ - - - awarded for activities of the second budget period must be expended before funds from this Grant award can be expended.

Cumulative Award for the Project: \$ 773,794.00

It is understood that the Grantee in submitting its proposal, has agreed to accept the terms and conditions of the Grant Award as set forth in the documents described above. If not acceptable, the Grantee must so notify the Office of Education in writing within ten (10) days after the date of approval of the Grant indicated below.

9. GRANT AUTHORITY

Public Law 89-10, Section 301-308

Appn. 7590279

U.A.N. 92210269

APPROVED

NAME OF GRANTS OFFICER (Please type)

J. J. McLaughlin

DATE

JUN 6 1970

SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL

J. J. McLaughlin

ACCOUNTING DATA
(For Office of Education Use Only)

TRANS. CODE	DOC. REF.	OBLIGATION NUMBER	FY	UNIFORM ACCT'G NO.	OBJECT CLASS	PROGRAM CODES				VOUCHER NUMBER	SCHEDULE NUMBER
						EXP. CLASS	BAL. PAY		SEC. REPT.		
1	2	3	4	5	6	7	8	9	10	11	12
CODE	GOVT./ NON-GOVT.	VENDOR NUMBER	AMOUNT	CR. SYM	GENERAL LEDGER		APPROPRIATION SYMBOL				
					DEBIT	CREDIT					
13	14	15	16	17	18	19	20		21		

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

NOTIFICATION OF GRANT AWARD

(Single Signature)

VENDOR NUMBER

405132

8.

1. NAME AND ADDRESS OF INSTITUTION (No., Street, City, State, and ZIP Code)

Valparaiso Community Schools
Administration Building
405 North Campbell Street
Valparaiso, Indiana 47383

Attn: G. Warren Phillips

2. GRANT NUMBER

OEG- 3-7-672793-2880 (056)

3. PROJECT NUMBER

67-02793-1

4. AMOUNT

\$ No Change

5. PERIOD OF GRANT (Month, Day, Year)

FROM

As Extended

THROUGH

8/31/70

7. GRANT AWARD IS (Check one)

A. ☐ NEW

B. ☒ REVISED # 6

6. MAKE CHECKS PAYABLE TO:

8. PROPOSAL TITLE

"Northwest Multi-Service Educational Center"

9. SCOPE OF WORK AND/OR SPECIAL CONDITIONS

- (a) The completion date of the Grant (the block entitled "Through" under item 5 above) is hereby changed from " 6/12/70 " to read " 8/31/70 " at no increase in grant "Amount".
- (b) The grant "Amount" (item 4 above) for this Project remains at "\$773,794.00".
- (c) All other terms and conditions of the Grant and previous Grant Revisions remain unchanged.

RECEIVED

JUN 15 1970

Valparaiso Community Schools

10. GRANT AUTHORITY

Public Law 89-1 Title III

Appr. 0279

C.A.N. 2210269

APPROVED

11. NAME OF GRANTS OFFICER (Please type)

John T. Hazard, Region V, Chicago, Illinois

12. DATE

JUN 12 1970

13. SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL

John T. Hazard

ACCOUNTING DATA (Office of Education Program offices will complete items marked with an asterisk)

EXCEL DATA DATA (FORM OF DOCUMENT)												
R T	MAC. NO.	F Y*	BATCH NO.	COMMON ACCOUNTING NUMBER*	EFF. DATE	OBLIGATION NUMBER*		TRANS CODE	AMOUNT (Dollars & Cents)*	NEG. SYM.*	OBJECT CLASS*	VENDOR NUMBER*
(1)	(2)	(3)	(4-7)	(8-15)	(16-18)	(19-33)		(34-36)	(37-48)	(49)	(50-53)	(54-65)
ICHER SCHEDULE NUMBER (66-71)		GOVT. NON-GOVT (72)		PROGRAM CODES		CNTRL FUND (77)	REC COUNT (78-80)	APPROPRIATION SYMBOL*		ALLOTMENT NUMBER		PPB NUMBER
				SCI/NON-SCI (73-74)	BAL PAY (75-76)							

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE OFFICE OF EDUCATION WASHINGTON, D. C. 20202		VENDOR NUMBER 405132	
NOTIFICATION OF GRANT AWARD (Single Signature)		9.	
NAME AND ADDRESS OF INSTITUTION (No., Street, City, State, and ZIP Code) Valparaiso Community Schools Administration Building 405 North Campbell Street Valparaiso, Indiana 46383		2. GRANT NUMBER OEG-3-7-672793-2880(056)	
		3. PROJECT NUMBER 67-2793	
		4. AMOUNT \$ No Change	
		5. PERIOD OF GRANT (Month, Day, Year) FROM As Extended	
		THROUGH 8/31/71	
6. MAKE CHECKS PAYABLE TO:		7. GRANT AWARD IS (Check one) A. ☐ NEW B. ☒ REVISED	

D. PROPOSAL TITLE

"Northwest Multi-Service Education Center"

9. SCOPE OF WORK AND/OR SPECIAL CONDITIONS

9. SCOPE OF WORK AND/OR SPECIAL CONDITIONS
- a. The Grantee's Final Expenditure Report dated 12-1-70 for the budget period June 13, 1969 through August 31, 1970 is incorporated herein by reference only.
 - b. This Grant revision covers the final budget period of this Project and extends this Grant, OEG-3-7-672793-2880(056), originally awarded on June 30, 1967 through August 31, 1971. The Grantee has authority to expend funds, not to exceed \$5,000.00, awarded for activities of the previous budget period and not expended as of August 31, 1970. The expenditure of these funds is for the purpose specified in the Grantee's letter dated October 13, 1970.
 - c. No additional funds are appropriated or obligated for this Grant extension.
 - d. The total cumulative expenditures authorized for this Grant shall not exceed \$717,851.67.
 - e. All other terms, conditions and/or other provisions of the Grant, as revised shall remain in full force during the Grant extension period.

10. GRANT AUTHORITY

Public Law 89-10 Title III

Appr. 0279

C.A.N. 7210269

APPROVED

11. NAME OF GRANTS OFFICER (Please type)

12. DATE

John T. Hazard Region V, Chicago, Illinois

DEC 9 1970

13. SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL

ACCOUNTING DATA. (Office of Education Program officers will complete items marked with an asterisk)

[illegible]

405132

10:

(Single Signature)

Valparaiso Community Schools
Administration Building
405 North Campbell Street
Valparaiso, Indiana 46383

OEG-3-7-672793-2880(056)

67-2793

4. AMOUNT
(\$ -55,941.13) decrease

FROM
As Extended

THROUGH
8/31/71

A. ☐ NEW

B. ☐ REVISED

"Northwest Multi-Service Educational Center"

a. The purpose of this Grant Revision #8 is to deobligate/liquidate from this Grant OEG-3-7-672793-2880(056) funds in the amount of \$55,941.13 which are considered excess to this project.

b. The grant "Amount" (item 4 above) for this Project is herein reduced by \$55,941.13 from "\$773,794.00" to \$717,852.87". The new grant amount of \$717,852.87 was derived by adding all the total expenditures (as reported on the appropriate OE 4351's) for each budget period through 8/31/70 (\$712,852.87. and the amount (\$5,000.00) which was authorized for expenditure by grant revision #7 dated December 4, 1970 for the period ending 8/31/71.

c. All other terms, conditions and/or other provisions of the grant, as revised shall remain in full force during this final grant period ending 8/31/71.

Public Law 89-10, Title III

Appr. 0279

C.A.N. 2210269

APPROVED

John T. Hazard, Region V, Chicago, Illinois

JAN 28 1971

13. SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL

ACCOUNTING DATA (Office of Education Program offices will complete items marked with an asterisk)

R T	MAC. NO.	F Y*	BATCH NO.	COMMON ACCOUNTING NUMBER *	EFF. DATE	OBLIGATION NUMBER *	TRANS CODE	AMOUNT (Dollars & Cents) *	NEG. SYM.*	OBJECT CLASS*	VENDOR NUMBER *
(1)	(2)	(3)	(4-7)	(8-15)	(16-18)	(19-33)	(34-36)	(37-48)	(49)	(50-53)	(54-65)
VOUCHER SERIAL NUMBER (66-71)		GOVT. NON GOVT.		PROGRAM CODES		CNTRL FUND	REC COUNT	APPROPRIATION SYMBOL *	ALLOTMENT NUMBER		PPB NUMBER
(72)		(72-74)		(75-76)		(77)	(78-80)				

C. Summary of Federal Funds.

Planning Grant Funds Expended \$ 26,056.98
(March 24, 1966 -- August 31, 1966)

Operational Grant Funds Expended 712,852.87
(February 13, 1967 -- August 31, 1970)

Research Grant (Revision number 7) 5,000.00
(December 4, 1970 -- August 31, 1971)

TOTAL FUNDS EXPENDED \$ 743,909.85

D. Local Funds Under Joint-Services (1970 - 71).

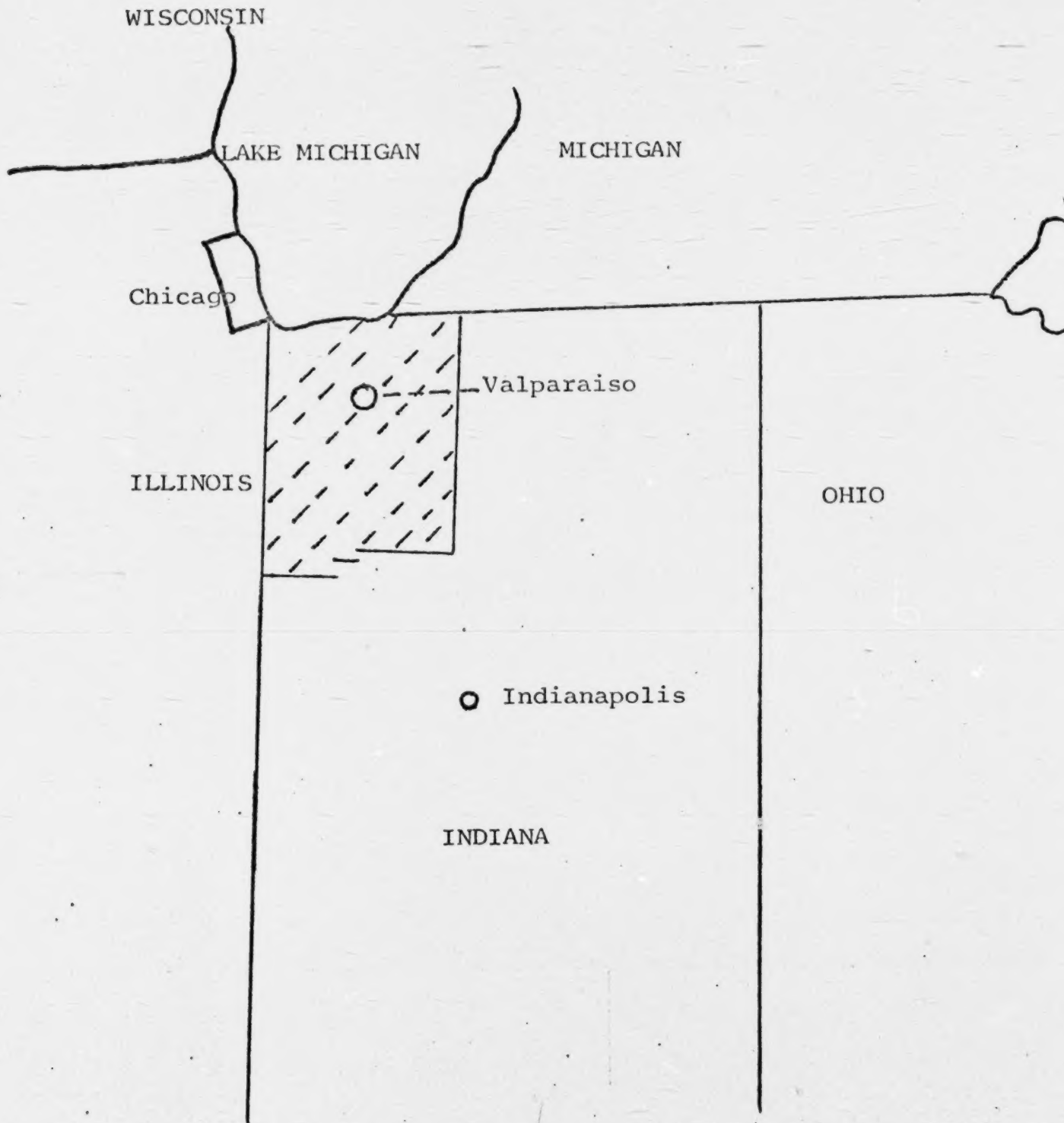
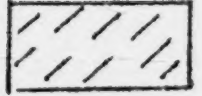
Local Funds Received During the Year:

Crown Point Community Schools	\$ 5,668.00
East Chicago, School City	10,000.00
Hanover Community School Corporation	1,800.00
North Newton School Corporation	1,500.00
Michigan City Area Schools	12,000.00
Porter County Special Education Cooperative	1,300.00 *
St. Paul's Lutheran School, Hammond	207.00
Valparaiso Community Schools	4,758.50
West Central School Corporation (Francesville)	1,332.00
Miscellaneous: (mimeographed materials supplied to schools outside the area).....	10.76
Xerox service to United Funds	9.65
TOTAL	\$ 38,585.91

* For use of office machines (including Xerox) and office furniture
from August 1, 1970 ---- August 31, 1971.

E. Area Map Showing Location of Project.

NORTHWEST INDIANA ELEMENTARY AND SECONDARY SCHOOL COOPERATIVE



Valparaiso Community Schools served as the Local Agency for receipt and disbursement of funds.

II. Project Narratives.

A. Planning Grant Proposal and Progress.

The planning grant project, OE 66-500, has used survey techniques to determine the educational needs of elementary and secondary pupils (public and non-public) among thirty-three (33) local educational agencies in seven (7) Northwest Indiana counties. These thirty-three local agencies working through a project director and a policy board of eight members have concluded the planning project with three basic recommendations: (a) that a central reading clinic be established to diagnose and treat disabled readers, (b) that an extensive in-service program is essential among special reading teachers and classroom teachers, and (c) that a multi-service educational center is imperative for the continual study and identification of critical educational needs and for the implementation of approved programs.

The following five-point program is proposed as the basis for an operational grant project:

1. A Multi-Service Educational Center will be established with a project director, research coordinator, secretary, and consultant personnel. The functions of this center shall be to identify and study educational problems among public and non-public elementary and secondary pupils, and to plan programs which will more effectively utilize Titles I and II funds as well as other local and federal monies.
2. A program of in-service will be organized for special reading teachers. There are one hundred fifty (150) such teachers and many of them have been employed with Title I funds. Specialized reading teams will be organized to conduct on-the-job workshops. These workshops will meet during school months on an afternoon and evening schedule.

3. A series of Summer reading workshops will be scheduled at selected^{15.} locations for the purpose of enrolling classroom teachers. These summer workshops will stress practical information about the disabled reader, the special reading program, and reading clinic procedures.
4. A Central Reading Clinic will employ special personnel to diagnose disabled readers who are referred from the local agencies. After diagnosis, some pupils will be treated at the clinic. The clinic will explore techniques of treatment, devise referral procedures among the schools, and provide a laboratory setting for the education of reading specialists.
5. Each summer, starting in 1967, a reading institute will be scheduled to train special reading teachers. The clinic personnel will provide the leadership and the participants will be selected from the local agencies.

In summation, the above five-point program will be implemented by the Northwest Multi-Service Educational Center. The project will be established in three phases with the scheduled dates as indicated below:

Phase One:

Effective Dates

1. Northwest Multi-Service Educational Center
with office personnel - - - - - January 1, 1967

Phase Two:

2. In-service workshops for special
reading teachers - - - - - February-May, 1967
School months, 1967-68,
1968-69, 1969-70.
3. Summer reading workshops for
classroom teachers - - - - - Summer, 1967, 68, 69,
and 70.

Phase Three:

4. A Central Reading Clinic for diagnosis
and treatment of pupils - - - - - February 1, 1967.
5. Reading institutes which will provide
laboratory experience for graduate teachers- - - June-July 1967, 1968,
-1969 and 1970.

NORTHWEST INDIANA ELEMENTARY AND SECONDARY SCHOOL COOPERATIVE
Public Law 89-10, Title III

Progress report No. 1

June 20, 1966

Planning Grant No. O.E. 66-500, U.S. Office of Education

I. Organization (February, 1966)

1. Thirty-three local agencies in Northwest Indiana have formed an educational cooperative to study the cultural and educational needs of elementary and secondary pupils.
2. From the local agencies a policy board which includes a president and seven members was elected to distribute the planning grant funds (\$52,493 - OE No. 66-500), and to guide the formation of an operational program.
3. To complete the organization each superintendent of the local agency named a field representative to serve as liason person with the cooperative office.
4. In early February, 1966, an office was established at Hayes-Leonard Public Elementary School. The mailing address is Northwest Indiana Cooperative, Post Office Box 295, Valparaiso, Indiana 46383. A full time secretary has been employed with a part time director during the months of February, March, April, and May. A full time director and assistant director are working during June, July and August, 1966.

II. Survey Progress to June 20, 1966.

1. Survey of Reading and Psychological Needs among Elementary and Secondary Pupils.

The survey form was explored and organized during the months of February and March. After the committee had conferred with consultants, a Form 530 was developed for use among the local agencies. It took two months, April and May, 1966, to gather the survey data. The data from this survey was summarized and distributed to the local agencies during the month of June.

This survey reported 14,089 cases of below normal reading, with 3042 cases needing special or clinical help. Also, there were 6954 cases reported which indicated severe social and emotional problems.

2. Survey to Identify the Instructional Problems among Elementary and Secondary Pupils.

The survey form was explored and organized during the months of February and March. After the committee had conferred with consultants, a Form 520 was developed for use among the cooperative local agencies. The survey data was gathered from all thirty-three local agencies. The last report was received on June 6, 1966. The problems which were submitted were summarized and reported to the policy board on June 17, 1966. Distribution to the cooperative membership will occur in the month of June.

This survey showed a high concern for problems in the area of reading, emotional-psychological, instructional materials, in-service program for teachers and ability grouping-achievement-slow-gifted pupils.

III. Proposal of work for June, July, and August.

1. The months of June and July will involve the formation of an operational program to serve severe cases of reading-emotional-psychological difficulties among elementary and secondary pupils.
2. The month of August will be used to evaluate and summarize the entire planning grant. It will be printed or duplicated and bound in suitable form.

Wayne E. Swihart,
Project Director

NORTHWEST INDIANA ELEMENTARY AND SECONDARY SCHOOL COOPERATIVE
Public Law 89-10, Title III

Progress Report No. 2

August 1, 1966

Planning Grant No. O.E. 66-500, U.S. Office of Education

I. General Information.

The Policy Board of the Northwest School Cooperative has been meeting regularly during the months of June and July.

Members on the Policy Board are:

Robert J. Brannock	- - Crown Point City Schools
William Cheever	- - Public Schools of Griffith
Ralph Harbison	- - Knox-Center-Washington School Corp.
Joe Lowe	- - LaPorte Community Schools
Charles McMurtry	- - Porter County Schools
G. Warren Phillips (President)	- - Valparaiso Community Schools
Oliver Rapp	- - Hammond City Schools
Luther E. Zehr	- - Pulaski County Schools

II. Proposal for future work.

During the months of June and July, the Policy Board has carefully studied the educational needs among elementary and secondary pupils. The identification of these educational needs and the supporting evidence was gathered by surveys among the schools of the cooperative. These surveys were in progress during the months of April and May, 1966.

The surveys showed that reading problems were given a high priority by school teachers and administrators. Thus, the policy board has outlined the following proposal of work with emphasis on reading.

1. Establish a Northwest Educational Center with consultant personnel.
2. Select a limited number of reading programs which will serve as models. The model will cooperate with the Educational Center.
3. Develop an in-service program for the special reading teachers. Teams of one-three experienced teachers would go to the local agency or agencies upon request.
4. Organize summer reading workshops for teachers.
5. Submit plans for a Reading-Learning-Diagnosing Clinic which would train reading personnel.

The Project Director and his staff will apply for an operational grant based on the five-point program.

NORTHWEST INDIANA ELEMENTARY AND SECONDARY SCHOOL COOPERATIVE
Public Law 89-10, Title III

III. Membership on August 1, 1966.

Local Agency

Superintendent

JASPER COUNTY

Kankakee Valley School Corporation

James F. Moore

LAKE COUNTY

Center Twp. - Lake County
Crown Point City Schools
Griffith Public Schools
Hanover Twp. Schools
Hobart City Schools
Hobart Twp. Schools
Lake Ridge Schools
Munster Public Schools
Ross Twp. School Corporation
Schererville School Town
School City of East Chicago
School City of East Gary
School City of Gary
School City of Hammond
School Town of Highland
St. John Twp. School Corporation
Tri-Creek School Corporation
Whiting School City

Clyde H. Zeek, Supervising Principal
Robert J. Brannock
William R. Cheever
Daily F. Hill, Principal
Kenneth E. Norris
Richard Abel
Charles L. Sharp
Frank H. Hammond
Edgar L. Miller
James H. Watson
Ernest R. Miller
Kosmas Kayes
Lee R. Gilbert
Oliver Rapp
Allen J. Warren
George Bibich, Supervising Principal
Roger W. Sturm
Ray P. Gallivan

LAPORTE COUNTY

Clinton-Hanna-Noble C.S.D.
LaPorte County Schools
LaPorte Community Schools
New Prairie United School Corporation

John R. Dunk
King W. Groff
Harold Hargrave
Leo W. Arvin

NEWTON COUNTY

North Newton School Corporation

Lawrence Bannon

PORTER COUNTY

Porter County Schools
Portage Twp. Schools
Valparaiso Community Schools
Westchester Twp. Schools

Charles McMurtry
Wallace Aylesworth
G. Warren Phillips
Karl Speckhard

PULASKI COUNTY

M.S.D. of Monroe-Winamac
Pulaski County School Corporation

Lamoin Nice
Luther E. Zehr

STARKE COUNTY

North Judson-San Pierre School Corp.
Knox-Center-Washington School Corp.
M.S.D. of Oregon-Davis

Kermitt Weddell
Ralph P. Harbison
Donald Peregrine

NORTHWEST INDIANA ELEMENTARY AND SECONDARY SCHOOL COOPERATIVE
Public Law 89-10, Title III

Progress Report No. 3

August 29, 1966

The planning grant project (OE 66-500) is being concluded on August 31, 1966 as originally scheduled. The office will be closed on that date and the office secretary will be on leave of absence. The project director may be reached by telephone at 462-5111, extension 412. Also the address, P. O. Box 295, Valparaiso, Indiana 46383, will be maintained.

The application for an operational grant was completed and sent to the U. S. Office of Education (20 copies) and the Indiana State Department of Public Instruction (10 copies) on August 24. Copies of the application have been or will be distributed to each member superintendent and field representative. Disposition of the application by the U. S. Office of Education is expected on November 20, 1966. A favorable response by the Office of Education will require the opening of the Multi-Service Educational Center on January 1, 1967.

The policy board has met frequently during July and August. They are to be commended for service rendered during this crucial period.

Wayne E. Swihart,
Project Director

B. Operational Grant Progress Reports and Programs.

NORTHWEST INDIANA ELEMENTARY AND SECONDARY SCHOOL COOPERATIVE
P.O. Box 295, Valparaiso, Indiana 46383

Progress Report No. 4.

On November 16, 1966, notice was received from the U. S. Office of Education that the Northwest Multi-Service Center project was placed in "hold" category until an on-site visit took place.

The on-site visit occurred on December 1, 1966, by Miss Marguerite Kluttz, Washington, D. C. At that time the policy board reviewed the addendum requests. The members of the board who were at the Drive-In Conference at Bloomington, Indiana, on December 11, met for further discussion of the addendum.

A committee (G. Warren Phillips and Charles McMurtry) which had been appointed at the December 1 meeting, reviewed the prepared addendum on December 14. Further conferences were held with the Indiana State Department and the final revised addendum report (thirty-seven pages including the revised budget under the new guidelines) was mailed on Monday, December 19.

The original program has not changed but the budget has been extended as requested by CE from thirty (30) months to thirty-six (36) months, starting February 1, 1967. The budget has been revised upward and funds have been requested for 1967-68 (February 1 - January 31) at \$360,334.00, for 1968-69 (February 1 - January 31) at \$353,820.00, and for 1969-70 (February 1 - January 31) at \$367,900.00. When this program is fully approved, the news media will be the first to reach you.

Wayne E. Swihart, Project Director
12-20-66

Northwest Indiana Elementary and Secondary School Cooperative
(Public Law 89-10, Title III, Operational Grant - OE 67-2793)

Progress Report No. 5

This report will bring the membership up to date since 12-20-1966, the date of the last report.

Operational Grant OE no. 67-2793, entitled "Northwest Multi-Service Educational Center" was formally approved by contract on February 13, 1967, in the amount of \$360,334.00 for a twelve (12) month period. The program has been approved for thirty-six (36) months.

The Northwest Multi-Service Educational Center was opened on February 27, with Mrs. Leota Weimer as office secretary. The office is located in its former location at Hayes Leonard Elementary School. The following title and address is being used:

Northwest Multi-Service Educational Center
P.O. Box 295, Valparaiso, Indiana 46383
Telephone: Code 219-462-8580

The Policy Board has held two meetings. At the first meeting on February 22, Wayne E. Swihart was employed as the director of the Educational Center and its projects. At the second meeting on March 3, William L. March was employed as assistant director. Also, a work schedule was presented by the director on March 3 - a copy is attached.

The U.S. Office of Education processed the first check and it was received on March 10.

A News Release sheet is attached for your review. You may want to duplicate it and distribute to teachers and others as needed.

Enclosures:

Schedule of work
News Release

Wayne E. Swihart, Director
3-20-67

NEWS RELEASE

23.

The Northwest Indiana Elementary and Secondary School Cooperative, acting through its Policy Board, has established an Educational Center with the following Address and telephone:

Northwest Multi-Service Educational Center
P.O. Box 295, Valparaiso, Indiana 46383
Telephone: Code 219-462-8580

Wayne E. Swihart, Associate Professor, Valparaiso University, will direct the Educational Center and its project. William L. March, former Curriculum Coordinator, has been appointed assistant director, and Mrs. Leota Weimer has been employed as office secretary.

The program has been approved and funded by the U.S. Office of Education. The application was based on a survey of need among thirty-three (33) school corporations in Northwest Indiana. The following five point program was submitted on August 24, 1966 and formally approved by contract on February 13, 1967.

1. A Multi-Service Educational Center will be established with a director, assistant director, office secretaries and consultant personnel.
2. A program of in-service will be organized to give assistance to existing reading programs and help establish reading programs among the local schools. This service may be requested from the Educational Center.
3. A series of summer reading workshops will be scheduled at selected locations for the purpose of enrolling classroom teachers. These summer workshops will stress information about the disabled reader, the special reading program, and reading clinic procedures.
4. A Central Reading Clinic will employ special personnel to diagnose disabled readers who are referred from the local schools. After diagnosis, some pupils will be treated at the clinic. The clinic will explore techniques of treatment, devise referral procedures among the schools, and provide a laboratory setting for the education of reading specialists.

5. Each summer, starting in June 1967, a reading seminar which will offer graduate credit through Valparaiso University, will enroll special reading teachers.

In summation, the above five-point program will be implemented by the Northwest Multi-Service Educational Center. The project will be established in three phases with the scheduled dates as indicated below:

Phase One

Effective Dates

1. Northwest Multi-Service Educational Center
with office personnel was opened on February 27, 1967.

Phase Two:

2. In-service workshops among the local
schools upon request April 3, 1967.
3. Summer reading workshops for classroom
teachers Summer, 1967.

Phase Three:

4. A Central Reading Clinic for diagnosis
and treatment of disabled readers June, 1967.
5. Reading Seminar which will provide laboratory
experience and course work in cooperation
with Valparaiso University Summer, 1967.

Wayne E. Swihart, Director

3-20-67

Northwest Multi-Service Educational Center
(P.L. 89-10, Title III)

Proposed schedules of work - March, April, and May, 1967.

1. Employment of personnel.

Interview, screen and employ Reading Clinic Staff. Prepare job descriptions, responsibilities to the Reading Clinic, and employment benefits.

2. In-service to Reading Specialists among Cooperative Membership.

- a. Selection of advisory steering committee.
- b. Exploratory meeting in March or early April to determine needs of the group.
- c. Specific workshops using teams in June or September, 1967.

3. Summer Reading Workshops in designated Centers.

- a. Select the four workshop centers.
- b. Employ administrative and instructional staff.
- c. Enroll classroom teachers in the workshops.
- d. In-service training to determine procedures, material, and policy guidelines.

4. Central Reading Clinic.

- a. Employ consultants to determine guidelines for referral procedures to the clinic, and for selection of testing instruments as needed.
- b. Employ director and social worker to start the case study of the referred child and parents.
- c. Start diagnostic service as soon as personnel and the Reading Clinic are operational.
- d. Provide facilities, equipment, materials, and supplies.

5. Summer Reading Institute.

- a. Employ consultant service to serve as an advisory committee.
- b. Enroll participants - forty (40) teachers.
- c. Determine institute programs and schedule of activities.
- d. Designate the staff.
- e. Select materials and supplies.
- f. Explore graduate credit for participants.

Wayne E. Swihart, Director

3-5-67

Northwest Multi-Service Educational

VALPARAISO, INDIANA 46383

FALL 1968

DIAGNOSTIC READING EVALUATION FOR PUPILS
(appointments arranged through the school referral agent)

IN-SERVICE PROGRAMS FOR TEACHERS
(arranged by the Coordinator of Field Services)

CENTER OFFICE AND READING CLINIC

Located at:

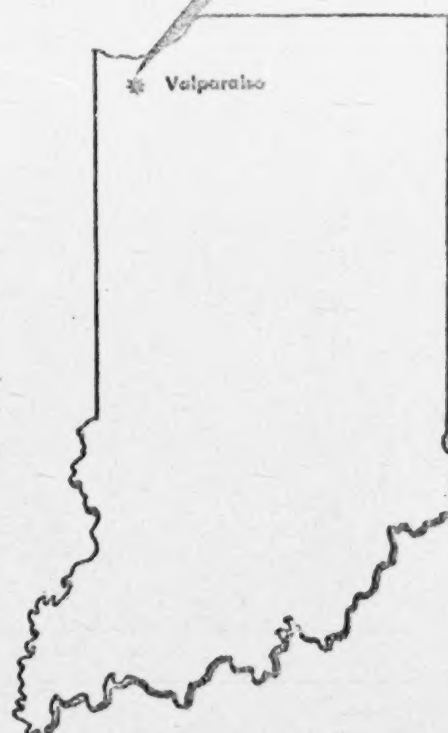
507 Campbell Street
Valparaiso, Indiana

Mailing address:

P.O. Box 295
Valparaiso, Indiana 46383

Telephone:

219-462-8580



C
E
N
T
E
R

PERSONNEL -- 1968-69

I. The Policy Board.

Robert J. Brannock, Superintendent, Crown Point City Schools.
 William Cheever, Superintendent, Griffith Public Schools.
 Ralph Harbison, Superintendent, Knox-Center-Washington School Corp.
 Joe Lowe, Assistant Superintendent, LaPorte Community Schools.
 Charles McMurtry, (Secretary) Superintendent, Porter County Schools.
 G. Warren Phillips, (Chairman and Treasurer) Superintendent, Valparaiso Community Schools.
 Oliver Rapp, Superintendent, School City of Hammond.
 Luther Zehr, Superintendent, West Central School Corporation.

II. The Northwest Multi-Service Educational Center.

Wayne E. Swihart	Project Director
Fred Rossmanith	Coordinator of Field Services
Alan J. Atha	Coordinator of Clinical Services
Leota Weimer	Office Manager and secretary
Elizabeth Conn	Receptionist and secretary
Imo Spitler	Secretary

III. The Northwest Reading Clinic.

Alan J. Atha	Coordinator of Clinical Services
Katherine Wickersham	Referral secretary
Pearl Stone	Secretary
Charlotte Sidewater	Reading Diagnostician
Eugene Jongsma	Reading Diagnostician
Kathleen Jongsma	Reading Diagnostician
Serge Wilk	Reading Diagnostician
Fred Rossmanith	Reading Diagnostician
Juanita M. Kennedy	Reading Diagnostician

IV. Associate Reading Clinic Staff.

John Bowman	Reading Clinician
Dorothy Heering	Reading Clinician
Mardell Kroft	Reading Clinician
Janet Little	Reading Clinician
Naomi Lyles	Reading Clinician
Joanne Maier	Reading Clinician
Sister Maricita	Reading Clinician
Barbara Nickerson	Reading Clinician
Charles Rank	Reading Clinician
Sister Redempta	Reading Clinician
Gary Smith	Reading Clinician

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER

P. O. Box 295, Valparaiso, Indiana 46383

Dial 219-462-8580

SERVICES PROVIDED BY THE CENTER

I. Classroom teacher programs in reading.

1. Workshop programs (June 3-28, 1968) are one week programs, Monday through Friday. A \$50.00 stipend is provided for each participant. The program is designed to instruct teachers in the teaching of reading at the elementary and secondary levels.
2. Inservice programs are scheduled continuously throughout the school year (September-May). A program of two, four, six or more hours of on-site (at school) instruction is designed to assist teachers in problem areas of the teaching of reading.
3. Reading Seminar. The Seminar will provide graduate credit, in cooperation with Valparaiso University, and will provide stipends of \$500 and \$250 to participants. The program is designed to assist teachers in the initiation and maintenance of skills in the teaching of reading. Courses will apply on the Reading Endorsement, but applicants must be nominated by the superintendent of schools. Personal applications are not accepted.
4. Dyslexia Symposium. The diagnosis, treatment, and education of children with learning disabilities will be the topics of discussion at a Symposium on Dyslexia and Associated Learning Disabilities, on Saturday, May 25, 1968, at the Valparaiso University Student Union Building.

II. Service to Pupils.

Reading Evaluation. A pupil to be eligible for referral for reading evaluation should have approximately average intelligence and be one or more levels below his expected performance in reading.

III. Inservice to Administrators.

A two-day inservice program is planned on July 11 and 12, 1968.
(See enrollment blank on page 5.)

Wayne E. Swlhart, Project Director

Public Law 89-10, Title III, serving school corporations, (Public and Non-Public), which are affiliated with the NORTHWEST INDIANA ELEMENTARY AND SECONDARY SCHOOL COOPERATIVE.

April 22, 1968

SUMMER PARTICIPATION WORKSHOPS IN READING — 1969

I. Purpose of the Workshop

The program shall be designed to instruct teachers and other school personnel in the use of a set of diagnostic reading tests suitable for use in the regular classroom. Participants will learn the proper use for the tests, procedure for administration and interpretation of results. A variety of diagnostic instruments are to be taught. (See list below.)

II. Administration of the Workshop

Instruction will be provided by the Reading Clinic Staff of the Northwest Multi-Service Educational Center. Teachers, supervisors, and administrators may enroll as participants in one of the 10 locations listed on the next page. Each workshop group will enroll (50) persons.

Each participant will be expected to administer the tests to a pupil after each session and bring the results and any questions the following week for group discussion. Each participant will select the children to whom the tests will be administered. Testing will be done outside the workshop sessions. Pupils will not be required at the workshop.

All tests and materials will be supplied by the Center. No stipend or expense allowance will be paid to participants.

III. Diagnostic Tests to be Used

Peabody Picture Vocabulary Test
Huelsman Word Discrimination Test
Pupil Progress Series — Diagnostic Reading
Wepman Auditory Discrimination Test
Dolch 95 Nouns
Dolch 220 Basic Sight Vocabulary
Gates-MacGinitie Reading Tests
Boyd Test of Phonetic Skills
Bond-Clymer-Hoyt Developmental Reading Tests
Clymer-Barrett Prereading Battery

IV. Completion Award

Each participant who completes the three sessions and the accompanying testing will receive a certificate attesting to the equivalency of one week of work in Reading.

SERVICES PROVIDED BY THE CENTER — 1969-70

I. Service to School Pupils and Parents at the Clinic

1. The Northwest Reading Clinic provides diagnostic service to pupils who are referred by public and non-public schools. Classroom teachers and building principals should contact the referral (liaison) agent which has been appointed by each school corporation. Secure referral forms from this person.
2. Parents are urged to accompany the pupil to the Reading Center for conferences with diagnostic personnel before and after the reading evaluation. Reading suggestions which may be used at home are discussed during the conference.

II. Services for Teachers

1. The reading evaluation which includes scores and recommendations, is available to authorized school personnel.
2. During the school months a staff member from the Reading Clinic will visit the classroom teacher where the pupil is enrolled.
3. Summer participation workshops in Reading are planned for classroom teachers, and other school personnel.

III. Service to School Systems and Universities

1. A Saturday Testing Program at a local school building is available upon request of the school administration.
2. Universities may apply for use of the Reading Clinic as a laboratory for the Graduate Course, Practicum in Clinical Reading.

IV. Project Approval (June 13, 1969 — June 12, 1970)

This project (OE 67-2793) has been approved by the Indiana State Department of Public Instruction, and has been approved and funded by the U.S. Office of Education under Public Law 89-10, (ESEA, 1965), Title III. Services of the Center are available to public and non-public schools which are affiliated with the NORTHWEST INDIANA ELEMENTARY AND SECONDARY SCHOOL COOPERATIVE.

Wayne E. Swihart, Project Director
May 1, 1969

SUMMARY OF OPERATIONAL PROGRAMS

31.

1. The General Objective of this project has been a massive attack upon the problems of reading in the Public and Non-Public schools of Northwest Indiana. The project has identified the disabled reader of normal intellectual potential. Individual pupil reading difficulties have been diagnosed and a prescription for treatment has been given to the teacher who instructs the pupil.

2. Project Implementation:

a. February, 1966, The Northwest Indiana Elementary and Secondary School Cooperative was formed among the thirty-two public school corporations.

b. February, 1967, The Northwest Multi-Service Educational Center was established at Valparaiso to serve as the central office.

c. September, 1967, The Northwest Reading Clinic began full operation.

<u>Year</u>	<u>Pupils Served</u>
1967-68 (September 1 - August 31)	437
1968-69 (September 1 - August 31)	474
1969-70 (September 1 - August 31)	1058
TOTAL	1969

d. In-service programs were started in April, 1967. The programs listed below were designed to improve reading instruction.

<u>Programs</u>	<u>Participants served</u>
In-service program for teachers (131 sessions)	6458
Summer Reading Workshops (school personnel)	1778
Teacher Conferences	670
Reading Seminars for teachers	132
GRAND TOTAL	9038

3. Significant Program Achievements:

a. Cooperative effort of the Thirty-five (35) School Corporations (Public and non-public) in Northwest Indiana.

b. The development of diagnostic techniques which establishes reading expectancy and instructional reading levels of the disabled reader.

c. The identification of the disabled reader and the successful intervention of the failure pattern in 80% of the cases which were seen by the Reading Clinic. Achievement figure (80%) is based on a random sampling using pretest and posttest procedures.

d. The Staff of the Northwest Educational Center has perfected a reporting program to teachers which includes an explanation of diagnostic pupil data, a prescription for individualized pupil instruction, and the distribution of mimeographed materials.

e. Mimeographed instructional materials have been prepared to assist the teacher with instruction. These materials have been used extensively throughout Northwest Indiana schools, and are still available upon request.

f. One hundred six (106) teachers have taken graduate course work in reading and of this number, thirty (30) have completed the Clinical Practicum course. This group of thirty teachers is serving as Reading Clinicians with the Northwest Educational Center. Diagnostic service to pupils will continue on Saturday and during the summer.

g. An intense in-service reading program with 8906 participants: This program emphasized the characteristics of reading disability, trends and techniques of reading remediation, and published materials in reading.

Wayne E. Swihart, Project Director

August 31, 1970

Participants of the Northwest Indiana Elementary and
Secondary School Cooperative.

COUNTYSUPERINTENDENTJASPER COUNTY

Kankakee Valley School Corporation

James F. Moore

LAKE COUNTY

Crown Point Community School Corporation

East Chicago, School City

East Gary, School City

Gary, School City

Griffith Public Schools

Hammond School City

Hanover Community School Corporation

Highland, School Town

Hobart City Schools

Lake County Schools

Lake Central School Corporation

Lake Ridge Schools

Munster Public Schools

Ross Twp. School Corporation

Tri-Creek School Corporation

Whiting School City

Robert J. Brannock

Robert Krajewski

Kosmas Kayes

Gordon McAndrew

William R. Cheever

Robert Medcalf

Paul Scamihorn

Allen J. Warren

Kenneth E. Norris

Richard G. Abel

George Bibich

Alfred Speck

Frank H. Hammond

Edgar L. Miller

Wilfred Ogle

Stephen B. Fowdy

LAPORTE COUNTY

Clinton-Hanna-Noble Consolidated School Dist.

LaPorte Community Schools

LaPorte County Schools

Michigan City Area Schools

New Prairie United School Corporation

John R. Dunk

Harold Hargrave

King W. Groff

Ara K. Smith

Leo W. Arvin

NEWTON COUNTY

North Newton School Corporation

William R. Freel

PORTER COUNTY

Duneland School Corporation

Portage Township Schools

Porter County Schools

Valparaiso Community Schools

Karl Speckhard

Ralph Kelley

Calvin B. Willis

G. Warren Phillips

PULASKI COUNTY

Eastern Pulaski Community School Corporation

West Central School Corporation

Harry Cords

Luther E. Zehr

STARKE COUNTY

Knox Community Schools

North Judson-San Pierre School Corporation

Oregon-Davis School Corporation

Ralph P. Harbison

Kermit D. Weddell

Donald Peregrine

NON-PUBLIC

Lutheran

Catholic

Christian

Waldemar Beckman

Msgr. Melevage

Richard Jolink

C. Northwest Joint Services (Organization and Programs).

The following pages briefly describe the organization of the Northwest Indiana Joint Services and Supply Fund. The school corporations below budgeted funds to continue the pupil diagnostic program for their disabled readers.

The Joint Service Organization provided service to the member schools from September 1, 1970, through August 31, 1971. The office continued to be located at 507 Campbell Street, Valparaiso, Indiana. The staff included the Director, on a part-time basis, a full time secretary, and the associate staff of diagnosticians who worked on Saturday and during the summer as needed.

With a limited budget of \$37,500, the work of the Northwest Educational Center continued. During the year 538 pupils were served and the teachers were supplied with instructional aids. (see page 42)

School Corporation

Official

Crown Point Community School Corp.
East Chicago, School City
Hanover Community School Corp.
Michigan City Area Schools
North Newton School Corp.
Valparaiso Community Schools
West Central School Corp.
St. Paul's Lutheran Sch., Hammond

Robert J. Brannock, Supt.
Robert Krajewski, Supt.
Paul Scamihorn, Supt. (1)
Ara K. Smith, Supt. (2)
William R. Freel, Supt.
R. James Risk, Supt.
Luther E. Zehr, Supt.
Waldemar Beckman, Principal

(1) George Ketcham, Superintendent after July 1, 1971.

(2) Charles B. Fields, Superintendent after July 1, 1971.

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER

P.O. Box 295, Valparaiso, Indiana 46383

Dial 219 - 462-8580

Subject: Joint Services Agreement for the Northwest Educational Center

The Policy Board for the Northwest Indiana Elementary and Secondary School Cooperative met on June 18 and proposed that a joint service agreement should be prepared and presented to the membership. Each member is urged to consider the attached Joint Agreement. Members who have agreed to budget in 1970 should follow the procedure in item 1 below. Others should follow items 2 or 3.

1. If you budgeted money in 1970, please sign the agreement as a budget member and issue the check for the amount stipulated, on or before August 1, 1970. Please issue the check to Valparaiso Community Schools. This corporation has agreed to continue as the sponsoring agency until the budget members meet to authorize a sponsoring agency.
2. If you did not budget in 1970, please present the program to your school board for inclusion in the 1971 budget as a budget member. Compute the amount by the formula (pupil enrollment based on $\frac{1}{2}K$ plus 1-12 as reported to the State Department in September, 1969 x \$1.00 per pupil = budget amount for Account 1414). Sign the Joint Services Agreement and indicate that budget participation will start in 1971.
3. If you are unable to budget in 1970 and 1971, please secure approval to continue as a cooperative member. Future financial status and/or need may permit budget participation at a later time. Sign and return the agreement as a cooperative member.

Federal funds for this Title III Project will be depleted on August 31, 1970. It is imperative that local funds be received to continue the diagnostic reading program. A list of the pupils who have received help by the Reading Clinic is attached. We are anxious to keep the Northwest Cooperative and Educational Center alive and functioning in anticipation of future development on the state and national levels.

Wayne E. Swihart
Wayne E. Swihart, Project Director

G. Warren Phillips
G. Warren Phillips, Chairman of Policy Board

NORTHWEST INDIANA JOINT SERVICES AND SUPPLY FUND
(Organized under the Joint Services and Supply Fund Act, 1965, Chapter 292,
approved March 11, 1965, Burns Statutes 28-2492)

The _____

(school corporation)

(address)

Agrees to engage in the joint employment of personnel and the joint purchase of supplies and equipment for the purpose of continuing the Northwest Multi-Service Educational Center. The Center shall give assistance to Reading Disability and other related areas of need as specified by the budget membership of the Fund.

Section 1. Membership

The Board of Education or other governing body shall designate the superintendent of schools or other authorized person to attend meetings and represent the school district in the affairs of the Fund.

Membership in the Fund shall be as follows:

- a. Budget member shall be defined as the school corporation which provides money to the Fund to support a specific program.
- b. Cooperative member shall be defined as the school corporation which elects to participate only as an advisor to the Fund.

Section 2. Organization

- a. Budget members of the Fund shall meet at least once each calendar year. At this meeting one of the budget member corporations shall be authorized to administer and supervise the joint program including but not limited to employment of personnel, purchase of supplies, purchase or lease of equipment, and purchase or lease of space to house the program.
- b. Cooperative members shall receive notice of each meeting and shall have voice but no vote at the meeting.
- c. The budget members may elect a policy board of five (5) members to guide the work of the Fund.

Section 3. Finance

- a. The governing bodies of the participating school corporations are authorized to pay into a joint fund, to be known as the "Northwest Indiana Joint Services and Supply Fund" an amount agreed upon each year by the budget membership. Such governing body shall budget and appropriate funds for the joint program from the special school fund or tuition fund of their respective school corporation, in accordance with law governing the use of such funds.
- b. The authorized school corporation designated to administer and supervise the joint program shall receive, disburse, maintain and account for such fund in the same manner as prescribed for other funds of such body and in accordance with the provisions of the written agreement. Such governing body shall make a complete and detailed financial report of all such receipts and disbursements within thirty (30) days following the end of each school year, and shall furnish copies of such report to the governing bodies of all other participating school corporations.

Section 4. Execution of Agreement *

This agreement is executed for and on behalf of the governing body of the undersigned school corporation by its superintendent or other authorized person. The superintendent or other authorized person certifies that his governing body has approved the terms of this agreement and has authorized him to execute this agreement.

The above named school corporation shall become a _____
(budget or cooperative)
member of the Fund.

Dated this _____ day of _____ 19 _____.

(school corporation)

(signature of superintendent)

* Return one completed copy to Northwest Educational Center, P.O. Box 295, Valparaiso, Indiana 46383. Keep the second copy for your files.

Joint-Services Members (September 1, 1970 -- August 31, 1971).

LOCAL AGENCY (PUBLIC)TYPE OF MEMBERSHIP

<u>School Corporation</u>	<u>Budget</u>	<u>Cooperative (non-budget)</u>
Crown Point Community School Corp.	X	
East Chicago, School City	X	
East Gary, School City		X
Gary, School City		X
Hanover Community School Corp.	X	
Lake County Schools		X
Michigan City Area Schools	X	
North Newton School Corporation	X	
Porter County Schools		X
Valparaiso Community Schools	X	
West Central School Corporation	X	
Whiting, School City		X

LOCAL AGENCY (NON-PUBLIC)

Catholic, Diocese of Gary Schools		X
Highland Christian School		X
Lutheran Schools	X	
(St. Paul's Lutheran, Hammond)		

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER

39.

P. O. Box 295, Valparaiso, Indiana 46383

Dial 219 - 462-8580

September 15, 1970 -- Minutes of meeting of Policy Board of Title III and members of the Joint Services and Supply Agreement.

The meeting was held at the administrative office of the Valparaiso Community Schools. Members present of the Title III Policy Board were, Robert Brannock, Ralph Harbison, Joe Lowe, G. Warren Phillips, and Luther Zehr. Members from the Joint Services Agreement present were, Crown Point Community School Corporation, Robert Brannock, Superintendent; School City of East Chicago, Tom McKenna, Assistant Superintendent; Lake County Schools, Richard Abel, Superintendent; Michigan City Area Schools, Ara K. Smith, Superintendent; North Newton School Corporation, William R. Freel, Superintendent, and Henry Hermanson, Director of Federal Projects; Porter County Schools, Calvin B. Willis, Superintendent; Valparaiso Community Schools, R. James Risk, Superintendent; West Central School Corporation, Luther E. Zehr, Superintendent; Lutheran Schools, Waldemar Beckman, Representative; Catholic Schools, Msgr. Melevage, Superintendent.

G. Warren Phillips opened the meeting at 9:30 a.m. The minutes of the June 8, 1970 meeting were accepted as presented in written form. The financial status of Title III was presented by Wayne E. Swihart, Project Director. It appears at this time, after all bills are paid, that the balance in Title III will be approximately \$5,000. Telephone conversations with the Indiana State Department of Public Instruction, indicates that these funds may be available for use in the near future as a continuation of Title III. The Northwest Joint Services and Supply fund has about \$18,000 at the present time with an anticipated addition of \$17,000, making an estimated amount of \$35,000 available for use starting September 1, 1970.

The final report of Title III ESEA, was presented to the group with emphasis on the abstract and the posttesting program. The board suggested that a news release be prepared for each Corporation. The release should include copies of the abstract and other pertinent statistics.

Mr. Phillips expressed appreciation to fellow board members for their cooperation during his term of service. Joe Lowe expressed his appreciation to the board and to Mr. Swihart. At this point Mr. Phillips turned the meeting over to Mr. Swihart as temporary chairman of the group. Organization and programs under the Northwest Joint Services and Supply Fund were discussed at length and the voting members present made the following decisions by motion, second and unanimous approval.

1. The authorized corporation to receive and disburse funds under the Northwest Joint Services and Supply Agreement shall be the Valparaiso Community School Corporation.
2. Budget members shall make up the policy board for the Direction of the Fund.
3. Officers shall be -- Chairman, Luther E. Zehr, West Central School Corp.
-- Treasurer, R. James Risk, Valparaiso Community Schools.
4. Employees of the fund shall be: Leota Weimer, office secretary, full time at present salary, and Wayne E. Swihart, Director, two days per week.

The meeting adjourned at 11:30 a.m.

The Diagnostic Program Under Joint-Services.

40.

The diagnostic program which was developed under USOE Project 67-2793 was continued under the locally funded Joint-Services and Supply Fund. A Saturday morning was scheduled at the school building in most of the school corporations. From September 1, 1970 through May 31, 1971, a total of 212 pupils were served. (see page 11).

Starting in June, 1971, and continuing through July, 1971, diagnostic teams which were composed of members of the associate staff were assigned to the summer school of the participating corporations. (see page 11). An additional 326 pupils were served, making a grand total of 538 pupils for the year September 1, 1970 through August 31, 1971.

The diagnostic program which was used during the year included :

1. Wechsler Intelligence Scale for Children (9-adult)
2. Peabody Picture Vocabulary Test
3. Slosson Intelligence Test

An in-depth diagnosis of reading difficulty included one or more of the following measures:

1. Informal Word Recognition Lists
2. Informal Reading Inventory
3. Huelmsan Word Discrimination Test
4. Boyd Test of Phonic Skills
5. Wepman Auditory Discrimination Test

The procedure for reporting used the Form 126 with diagnostic summary and cover sheet. After the report was prepared it was usually taken to the school and reviewed with the instructor. In all cases a copy of the report was deposited with the Superintendent or his reading liaison.

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER

11.

P.O. Box 295, Valparaiso, Indiana 46383

Dial 219 - 462-8580

Associate Staff (Diagnosticians)

- | | |
|--------------------------------|--|
| 1. Rosemary Doktysz | 8129 Jackson, Munster (46321) 836-6247 |
| 2. Virginia Galvin | 319 E. Morgan, Chesterton (46304) 926-1867 |
| 3. Lee Hummel | 206 Stanley, Valparaiso (46383) 462-8564 |
| 4. Joanne Maiers | R.R.6, Valparaiso (46383) 462-8061 |
| 5. Doris Miller | 1601 W. 5th, Gary (46400) 882-4206 |
| 6. Charles Rank | R.R.3, Box 190, LaPorte (46350) 324-4019 |
| 7. Fred Rossmannith | 119 Maple, Lowell (46356) 696-8147 |
| 8. Gary Smith | 7710 Belmont, Hammond (46324) 844-4210 |
| 9. Mildred Swihart | 1704 Wood, Valparaiso (46383) 462-1279 |
| 10. Marykay Whiteaker | R.R.2, Box 24-A, Chesterton (46304) 926-2638 |
| 11. Serge' Wilk | 9538 Cypress, Munster (46321) 923-6716 |
| 12. Maxine Wilkinson | Box 484, Francesville (47946) 567-2410 |
| 13. Elayne Gonsiorowski Winter | 400 W. 70th, Merrillville, (46410) 769-6047 |
| 14. Nancy Worch | 211 Wayne, Valparaiso (46383) 462-6585 |

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER

42.

P. O. Box 295, Valparaiso, Indiana 46383

Dial 219 - 462-8580

Pupils Served During The Year -- September 1, 1970
Through August 31, 1971.

NUMBER OF CHILDREN TESTED IN EACH CORPORATION:

	September - May		Summer 1971		Retest		Total
CROWN POINT	20	....	56	....	6	....	82
EAST CHICAGO	51	....	85*	....	9	.....	145
HANOVER	0	....	32*	....	3	.....	35
MICHGAN CITY	54	....	112	....	9	.....	175
NORTH NEWTON	20	....	16	....	3	.....	39
VALPARAISO	32	....	25	....	6	.....	63
WEST CENTRAL	29	....	0	....	3	.....	32
ST. PAUL'S LUTHERAN, HAMMOND	6	....	0	....	3	.....	9
TOTALS	212		326		42		580

*WISC and Reading

Pupils served by Federal Funds (OE 67-2793) 42

Pupils served by Local Joint Services Fund 538

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER

P.O. Box 295, Valparaiso, Indiana 46383

Dial 219 - 462-8580

43.

Minutes of the Policy Board Meeting of the Northwest Joint Services and Supply Fund, Tuesday, May 4, 1971.

The meeting was held at the Valparaiso Holiday Inn, in one of Wellman's dining rooms. The meeting was called to order at 1:45 p.m. by chairman Luther E. Zehr. Members present were Robert J. Brannock, Crown Point Community School Corporation; Robert Krajewski, School City of East Chicago; R. James Risk, Valparaiso Community Schools; Calvin B. Willis, Porter County Schools; and Luther E. Zehr, West Central School Corporation. Also present were Edward B. Fech, Diocese of Gary Schools; and Kenneth E. Norris, Hobart City Schools.

Minutes of the September 15, 1970 meeting were approved as presented in writing. The financial reports were reviewed by Mr. Swihart, and Mr. Risk. Title III research grant in the amount of \$5,000, has a balance of \$1,787.90. This amount should be fully expended as budgeted, by August 31, 1971. The Joint service financial report shows a balance of \$20,767.03, on April 30, 1971. The research program has retested 118 pupils and the diagnostic program has served 206 pupils.

After discussing the current financial crisis among the member corporations, and the lack of funds in the immediate future, it was agreed that the Northwest Joint Service and Supply Fund should be discontinued after August 31, 1971. The following actions were passed unanimously.

1. The reading program under the Joint Service budget will be continued through August 31, 1971. After this date the program will be discontinued.

The research program will continue and be completed as scheduled, by August 31, 1971. 45

- 44.
2. Any cash remaining in the Joint Service account after August 31, 1971, will be pro rated and returned to the budget member corporations.
 3. Mr. Swihart will communicate with the United States Office of Education and determine the disposition of equipment and other items which have been purchased with federal funds.
 4. Names of skilled auxillary personnel who have been employed on a part time basis, will be made available to members of the Joint Services and Supply Fund.
 5. Wayne E. Swihart will continue as director of the programs, and during the summer months, through August 31, 1971, will be employed on a full time basis so that programs and reports may be completed.

It was the consensus of the group that another meeting should be called as soon as information is available concerning the disposition of equipment. The chairman closed the meeting at 2:45 p.m.

Wayne E. Swihart, recording secretary.

III. Pupil Evaluation ----- Achievement of Disabled Readers.

45.

A. Procedure for Random Sampling.

The staff of the Northwest Educational Center formulated a posttest procedure which could be used six months or more after the pretest. Since time and money would not permit a posttest of all pupils (2500), a random sampling was used.

The random sampling covers a total of 1616 pupils of the 2484 pretest cases. There has not been opportunity to posttest the 1970-71 pupils (868 cases). Of the 1616 pretest cases, a posttest was given to 325 pupils as follows: 72 cases covering the school years, 1967-69, 101 cases covering school years, 1968-70, 34 cases covering the school year, 1969-70, and 118 cases covering the school years, 1969-71. A few cases were not useable, therefore the tables may report a lesser number.

The diagnosticians went to the schools where the selected pupils were enrolled and administered the posttests. The paragraphs which follow will describe this process.

The posttest diagnostic battery consists, in part, of informal tests. The Informal Word Recognition Test assesses a student's sight vocabulary and word analysis skills. The Informal Reading Inventory is used to evaluate various types of comprehension abilities, to determine word recognition skills in context, and to set the independent, the instructional, and the frustration reading levels. Although other tests are usually given during the diagnostic examination, these above mentioned tests are among the most functional.

Informal tests, by their very nature, are not as refined or quantifiable as standardized tests. As their value lies in the freedom they offer the examiner to make calculated observations of a student's performance, their use in a retest situation presents certain problems.

The tests are not refined enough to quantitatively show small amounts of gain or loss. Some adjustments were made before these informal measures could be used effectively in a posttest situation.

DATA SUMMARY 1: Sample Pupil Profile.

L E V E L S	Pretest										
	Word Recognition			ave. comp.	Word Recognition			ave. comp.	1	2	3
	flash	un- timed	% con- text		flash	un- timed	% con- text		S.V.	W.A.	A.C.
I-1											
I											
I+1											
I+2											
I+3											
I+4											
I+5											
and higher											

The three areas -- sight vocabulary, word analysis, and comprehension --- were chosen because they represent three fundamental aspects of the reading process. As indicated, the grand total of gain (or loss) from all three areas was divided by three to obtain the "Percent of Reading Progress". It was felt that this would represent a fair estimate of a student's overall gain in reading. Presumably, some students may have made large gains in one area, such as sight vocabulary, but little gain, or perhaps even loss, in the other two areas. By averaging the totals of the three areas, each area is equally represented. The result, "Percent of Reading Progress", is more indicative of general achievement in reading than scores in any one area individually.

The preceding DATA SUMMARY 1: Sample Pupil Profile, illustrates the type of information gained from the Informal Word Recognition Test and the Informal Reading Inventory.

The 'Flash' aspect of Word Recognition consists of the student's instant recognition of isolated words when they are presented in a tachistoscopic manner. The 'Untimed' exposure involves the student's ability to use configuration, phonics, and structural analysis skills to analyze the words missed. The 'percent of accuracy' in context refers to the child's success in reading various passages orally. Both oral comprehension (the degree of understanding the student demonstrates on short selections which he reads aloud) and silent comprehension (assessment of passages read silently) averaged together give an 'Average Comprehension score.' The scores are reported in terms of percent of accuracy.

For the retest, the students were given the same form of the Word Recognition Test and the same form of the Informal Reading Inventory as they had been given during their original diagnosis. It was felt that there would be no significant carry-over from the pretest, as there had been a time lapse of at least 8 months.

To make the results of the informal measures more quantifiable, the following procedures were followed:

1. On the basis of the pretest scores, the diagnostician substantiated the student's previously determined instructional level (I), noted the scores one level below (I-1), the instructional level, and as many levels above (I+1 through + 5) the instructional level as were given.
2. The raw scores (percents) from each of these levels were recorded under the proper category, i.e. flash, untimed, percent of accuracy in context and comprehension. (see Data Summary 2.)

DATA SUMMARY 2: Recording Raw Scores.

L E V E L S	Pretest Word Recognition			Ave. Comp.	
	flash	un- timed	% con- text		
I-1	1	96	100	99	90
I	2	88	96	95	75
I+1	3	72	76	90	50
I+2	4	56	68		
I+3					
I+4					
I+5					
and higher					

3. The same levels, I-1, I, I+1, were administered to the students in the posttest until the ceiling (frustration level) was reached. The raw scores (percents) were recorded in identical categories.

DATA SUMMARY 3: Recording Posttest Raw Scores.

L E V E L S	Pretest					Posttest			
	Word Recognition				ave. comp.	Word Recognition			ave. comp.
	f	un-	%	con- text		f	un-	%	
	l	timed				l	timed		
	a					a			
	s					s			
	h					h			
I-1	1	96	100	99	90	100	100	100	100
I	2	88	96	95	75	100	100	100	100
I+1	3	72	76	90	50	96	100	97	90
I+2	4	56	68			84	92	94	77
I+3	5					76	88	89	52
I+4						56	72		
I+5									
and higher									

4. The difference between the percentages of the pretest and posttests were then determined and recorded under "Results". (see below)

DATA SUMMARY 4:

+
Results
-

S. ¹ V.	W. ² A.	A. ³ C.
4	0	10
12	4	25
24	24	40
28	24	

5. The total gain, or loss, for each area (sight vocabulary, word analysis, and comprehension) was then obtained.

Total gain in s.v.	68		
Total gain in W.A.		52	
Total gain in A.C.			75

6. The totals from each area were summed to produce a grand total of gain or loss.

SUM OF TOTALS

195

7. This grand total was then divided by 3 (because three reading areas were being considered) to obtain the "Percent of Reading Progress".

SUM OF TOTALS

195

Divided by 3

% of Reading Progress

65

The composite of pretest and posttest scores would look as illustrated in Data Summary 5 on the following page.

DATA SUMMARY 5: COMPOSITE OF ALL SCORES.

Pretest					Posttest					Results		
Word Recognition					ave. comp.	Word Recognition				1. S.V.	2. W.A.	3. A.C.
L	f	un-	%			f	un-	%	ave.			
E	l	t	con-			l	t	con-	comp.			
V	a	i	text			a	i	text				
E	s	m				s	m					
L	h	e				h	e					
S		d					d					
I-1	1	96	100	99	90	100	100	100	100	4	0	10
I	2	88	96	95	75	100	100	100	100	12	4	25
I+1	3	72	76	90	50	96	100	97	90	24	24	40
I+2	4	56	68			84	92	94	77	28	24	
I+3	5					76	88	89	52			
I+4	6					56	72					
Total gain in S.V.										68		
Total gain in W.A.											52	
Total gain in A.C.												75
Sum of totals												195
% of Reading Progress												65

B. The Comparison of Pretest and Posttest Scores Based on Percent of Gain or Loss.

The following tables will present data which has been gathered at various times during the project. The random sampling will be referred to as the 72 cases (1967-69), the 98 cases (1968-70), the 33 cases (1969-70), and the 114 cases (1969-71).

Table 1: A Comparison of the Mean of Achievement Scores from 1967-71.

Year	Sight Vocabulary Gain-Mean	Word Analysis Gain-Mean	Average Comprehension Gain-Mean	Percent Of Gain- Mean	Pretest To Posttest Time Lapse In Months-Mean
1967-69 (72 cases)	42.1	21.4	22.0	28.5	8-17 (range)
1968-70 (98 cases)	53.6	30.5	31.7	38.8	14.6
1969-70 (33 cases)	52.7	34.0	27.0	38.3	6.5
1969-71 (114 cases)	50.4	37.4	37.4	41.6	13.3
TOTAL 317 cases					
GRAND TOTAL	15808.0	9917.0	9851.0	11852.0	
GRAND MEAN	49.9	31.3	31.1	37.4	

In pretest and posttest, sight vocabulary, word analysis, and average comprehension were the basis for computing the percent of gain or loss. The percent of gain for the last three groups (1968-70, 1969-70, and 1969-71) improved over the first group (1967-69). This is evidence that the massive attack on reading difficulties was effective and that change is taking place.

The Tables 2 - 8 which follow give the achievement gain by the enrolled grade at the time of posttest. The mean was used in reporting the scores.

Table 2: The Percent of Gain of Second Grade Pupils at Time of Posttest.

<u>Year</u>	<u>Number Of Cases</u>	<u>Sight Vocabulary</u>	<u>Word Analysis</u>	<u>Average Comprehension</u>	<u>Percent Of Gain</u>	<u>Time Lapse In Months</u>
1968-70 (98 cases)	5	69.4	46.4	34.6	50.0	12.8
1969-70 (33 cases)	6	64.3	31.0	56.0	50.7	6.3
1969-71 (114 cases)	6	49.2	50.3	30.2	51.6	10.3

Table 3: The Percent of Gain of Third Grade Pupils at Time of Posttest.

<u>Year</u>	<u>Number Of Cases</u>	<u>Sight Vocabulary</u>	<u>Word Analysis</u>	<u>Average Comprehension</u>	<u>Percent Of Gain</u>	<u>Time Lapse In Months</u>
1967-69 (72 cases)	11	32.4	28.6	19.2	26.6	8-17 (range)
1968-70 (98 cases)	17	52.3	35.6	25.0	37.7	13.7
1969-70 (33 cases)	13	56.1	42.8	36.5	45.2	6.8
1969-71 (114 cases)	27	61.2	52.5	53.9	55.2	14.1

Table 4: The Percent of Gain of Fourth Grade Pupils at the Time of Posttest.

<u>Year</u>	<u>Number Of Cases</u>	<u>Sight Vocabulary</u>	<u>Word Analysis</u>	<u>Average Comprehension</u>	<u>Percent Of Gain</u>	<u>Time Lapse In Months</u>
1967-69 (72 cases)	15	58.5	32.1	23.9	38.0	8-17 (range)
1968-70 (98 cases)	20	68.9	39.2	36.0	48.8	11.7
1969-70 (33 cases)	7	40.9	28.1	7.4	25.4	6.3
1969-71 (114 cases)	28	57.3	39.8	36.4	44.5	13.1

52.

Table 5: The Percent of Gain of Fifth Grade Pupils at Time of Posttest.

<u>Year</u>	<u>Number Of Cases</u>	<u>Sight Vocabulary</u>	<u>Word Analysis</u>	<u>Average Comprehension</u>	<u>Percent Of Gain</u>	<u>Time Lapse In Months</u>
1967-69 (72 cases)	12	42.2	16.7	30.7	29.9	8-17 (range)
1968-70 (98 cases)	20	67.4	34.6	37.9	46.6	16.8
1969-70 (33 cases)	5	58.4	27.4	15.8	34.0	6.2
1969-71 (114 cases)	31	46.0	28.6	29.5	34.6	13.9

Table 6: The Percent of Gain or Loss of Sixth Grade Pupils at the Time of Posttest.

<u>Year</u>	<u>Number Of Cases</u>	<u>Sight Vocabulary</u>	<u>Word Analysis</u>	<u>Average Comprehension</u>	<u>Percent Of Gain</u>	<u>Time Lapse In Months</u>
1967-69 (72 cases)	22	40.1	17.5	20.3	26.0	8-17 (range)
1968-70 (98 cases)	23	40.9	19.9	30.3	30.3	15.2
1969-70 (33 cases)	2	40.0	22.0	-25.0	12.0	6.5
1969-71 (114 cases)	11	41.7	22.9	32.3	32.4	12.7

Table 7: The Percent of Gain of Seventh Grade Pupils at the Time of Posttest.

<u>Year</u>	<u>Number Of Cases</u>	<u>Sight Vocabulary</u>	<u>Word Analysis</u>	<u>Average Comprehension</u>	<u>Percent Of Gain</u>	<u>Time Lapse In Months</u>
1967-69 (72 cases)	11	33.4	10.2	15.6	19.7	8-17 (range)
1968-70 (98 cases)	12	23.9	14.8	29.2	22.7	15.2
1969-70 (33 cases)	none	---	---	---	---	---
1969-71 (114 cases)	8	33.4	32.9	27.8	31.1	13.5

Table 8: The Percent of Gain or Loss of Eighth Grade Pupils at the Time of Posttest.

Year	Number Of Cases	Sight Vocabulary	Word Analysis	Average Comprehension	Percent Of Gain	Time Lapse In Months
1967-69 (72 cases)	1	44.0	48.0	30.0	41.0	8-17 (range)
1968-70 (98 cases)	1	68.0	40.0	9.0	33.0	14.0
1969-70 (33 cases)	none	---	---	---	---	---
1969-71 (114 cases)	3	14.0	11.0	41.7	22.3	10.3

In the diagnostic program, most pupils were enrolled in grades two through sixth with the typical pupil in the fourth grade. Tables 2 - 8 show a greater number of pupils in grades three through six. The loss in achievement (average comprehension) begins with the sixth grade and appears again in the eighth grade.

Table 9: The Achievement of Disabled Readers as Classified by I.Q. at the Time of Posttest.

Year	Number Of Cases	Classification And Mean I.Q.	Sight Vocabulary	Word Analysis	Average Comprehension	Percent Of Gain
1967-69 (72 cases)	8	H 114.9	19.4	20.0	12.8	17.4
	47	A 99.0	46.6	19.7	20.2	28.8
	17	L 85.2	40.5	26.9	31.4	32.9
1968-70 (98 cases)	22	H 115.5	55.8	28.8	25.1	36.5
	52	A 99.0	55.5	28.8	31.6	38.9
	24	L 82.6	47.7	35.6	38.1	40.5
1969-70 (33 cases)	11	H 115.4	62.6	32.5	14.9	36.7
	16	A 97.6	55.6	34.3	32.4	40.9
	6	L 78.5	32.2	35.7	34.7	34.2
1969-71 (114 cases)	30	H 117.0	44.3	33.1	32.9	36.7
	57	A 99.3	55.3	40.7	40.2	45.4
	27	L 81.3	46.9	35.3	36.8	39.0

In Table 9, the means of achievement scores for sight vocabulary, word analysis, and average comprehension with the resulting percent of gain or loss are separated by I.Q. classification. In the classification, H equals an I.Q. score of 110 or above, A equals 90-109, and L equals 89 or below.

Tables 10, 11, and 12 on page 56 separate the scores by classification and report the four groups.

Table 10: The Achievement Scores (Mean) of Disabled Readers as Classified by H (I.Q. 110 or above) at the Time of Posttest.

Year	Number Of Cases	Classification And Mean I.Q.	Sight Vocabulary	Word Analysis	Average Comprehension	Percent Of Gain
1967-69 (72 cases)	8	H 114.9	19.4	20.0	12.8	17.4
1968-70 (98 cases)	22	H 115.5	55.8	28.8	25.1	36.5
1969-70 (33 cases)	11	H 115.4	62.6	32.5	14.9	36.7
1969-71 (114 cases)	30	H 117.0	44.3	33.1	32.9	36.7

Table 11: The Achievement Scores (Mean) of Disabled Readers as Classified by A (I.Q. 90-109) at the Time of Posttest.

Year	Number Of Cases	Classification And Mean I.Q.	Sight Vocabulary	Word Analysis	Average Comprehension	Percent Of Gain
1967-69 (72 cases)	47	A 99.0	46.6	19.7	20.2	28.8
1968-70 (98 cases)	52	A 99.0	55.5	28.8	31.6	38.9
1969-70 (33 cases)	16	A 97.6	55.6	34.3	32.4	40.9
1969-71 (114 cases)	57	A 99.3	55.3	40.7	40.2	45.4

Table 12: The Achievement Scores (Mean) of Disabled Readers as Classified by L (I.Q. 89 and below) at the Time of Posttest.

Year	Number Of Cases	Classification And Mean I.Q.	Sight Vocabulary	Word Analysis	Average Comprehension	Percent Of Gain
1967-69 (72 cases)	17	L 85.2	40.5	26.9	31.4	32.9
1968-70 (98 cases)	24	L 82.6	47.7	35.6	38.1	40.5
1969-70 (33 cases)	6	L 78.5	32.2	35.7	34.7	34.2
1969-71 (114 cases)	27	L 81.3	46.9	35.3	36.8	39.0

C. The Comparisons of Pretest and Posttest Scores Based on Instructional Reading Levels.

A second method of analyzing posttest data was employed. It was apparent that ratios could be constructed when both the pretest and posttest grade level placement and achievements were known. It was decided that the child's instructional level as determined by the Informal Reading Inventory at both the pretest and posttest sessions best reflects his actual achievement. It is common knowledge that standardized achievement tests reflect a "peak" performance and more nearly represent the student's frustration level. By using the instructional levels from the Informal Reading Inventory, the student's daily performance was taken into consideration. It was agreed that the student who was at the readiness level in visual discrimination (displays the inability to learn and retain a sight vocabulary), must be considered a "non-reader". In this case his achievement was assigned the value zero (0). When daily performance was at either the primer or preprimer level, it was considered equivalent to one-half year's progress (.5 for purpose of ratios). For the vast majority of cases who scored above the primer level, the finest discrimination possible was either a semester or a full year's gain (2.5, 4.5, 6.0, etc.).

Because the Clinic utilized the Informal Reading Inventory to ascertain progress (no standardization or norms) the testing done during July and August presented no special problem. The student's grade placement was determined in the following fashion:

1. The academic year was the assigned grade the student was placed in. If tested just after completing an academic year (late June) or during the summer months (July - August), the assigned grade would be the one the child would be in when he enters school in the fall.

2. The months, beginning with September were assigned numbers. September was month 1, October, month 2 and continuing through August as month 12. When these were linked with the academic year, they determined the student's grade placement.

In the example below, the pupil was enrolled in the 3rd grade at the time of pretest in February and he was in the 4th grade at the time of posttest in February. The instructional reading level was first semester of 1st grade at the time of pretest and it was first semester of 4th grade at the time of posttest. This pupil shows an excellent gain of three years in reading level during a time lapse of one year or 12 months. The achievement ratio could be stated in this case as $\frac{3 - 6}{4 - 6} = \frac{1.0}{4.0}$

	Pretest	Posttest
Assigned Grade (year and month)	3 - 6	4 - 6
Achievement (highest instructional level)	1.0	4.0
Give instructional reading level in year and semester		

Each of the posttest cases was computed in this way and the following tables were prepared from the composite data. Random sampling was used from 1968-70 school years (101 cases), from 1969-70 school year (33 cases), and from the 1969-71 school years (114 cases).

Table 13: Achievement Gain Based on the Instructional Reading Levels During the School Years, 1968-70.

School Year	Achievement		Mean Time Lapse	Mean Gain in Months	Reading Range	
	Mean Pretest	Mean Posttest			Pretest Range	Posttest Range
1968-70 (101 cases)	1.9	3.2	14.6	15.3	.0-6.0	.0-7.0
1969-70 (33 cases)	1.7	3.2	6.7	11.0	.0-5.5	.5-6.0
1969-71 (114 cases)	1.9	3.4	13.1	18.8	.0-6.5	.0-9.0
TOTAL 248 cases						
GRAND TOTALS	457.0	792.5				
GRAND MEAN	1.8	3.2			.0-6.5	.0-9.0

Table 14: A Comparison of Achievement by Type of Instruction.

School Year	Regular Classroom Instruction		Gain	Remedial Reading Class		Gain
	Pretest	Posttest		Pretest	Posttest	
1968-70 (76-16 cases)	2.2	3.4	1.2	.7	2.3	1.6
1969-70 (17-16 cases)	2.2	3.2	1.0	1.1	1.9	.8
1969-71 (74-39 cases)	2.3	4.0	1.7	1.0	2.4	1.4
*TOTAL 167-71 (238 cases)						
GRAND TOTAL	378.0	612.0		68.5	160.5	
GRAND MEAN	2.3	3.7	1.4	1.0	2.3	1.3

*The difference between 248 and 238 is ten cases classified under Special Education.

Tables 13 and 14 are based on a comparison of the pretest and posttest scores for the three groups (1968-70 school years, 1969-70 school year, and 1969-71 school years). The mean gain for all groups was 1.4 or one year and four months. The time lapse varied from six months to fourteen months, but when achievement is computed in months, the mean gain is eleven to eighteen months.

Pupils who worked with the regular classroom teachers did slightly better (1.4) than pupils who worked with a remedial reading class (1.3). Substantial improvement is shown in both groups.

Table 15: The Achievement of Second Grade Pupils Based on Instructional Reading Levels.

School Year	Number Of Cases	Grade Level		Reading Level		Reading Range	
		Mean Pretest	Mean Posttest	Mean Pretest	Mean Posttest	Pre- test	Post- test
1968-70	6	1.7	2.8	.3	1.5	.0-1.5	.5-3.0
1969-70	6	2.2	2.9	.3	1.3	.0-.5	.5-2.0
1969-71	6	1.9	2.7	.3	.8	.0-.5	.0-2.5

Table 16: The Achievement of Second Grade Pupils Based on Type of Instruction.

School Year	Number Of Cases Regular Classroom	Reading Level		Gain	Number Of Cases Remedial Reading	Reading Level		Gain
		Mean Pretest	Mean Posttest			Mean Pretest	Mean Posttest	
1968-70	4	.50	1.38	.83	2	.0	1.75	1.75
1969-70	2	.25	1.75	1.50	4	.38	1.25	.87
1969-71	none	---	---	---	6	.30	.80	.50

Tables 15 and 16 compare the scores of all second grade pupils at the time of posttest. The mean is reported for each of the three groups and no grand mean is given.

Table 17: The Achievement of Third Grade Pupils Based on Instructional Reading Levels.

School Year	Number Of Cases	Grade Level		Reading Level		Reading Range	
		Mean Pretest	Mean Posttest	Mean Pretest	Mean Posttest	Pre- test	Post test
1968-70	18	2.6	3.8	.7	1.9	.0-2.0	.5-3.0
1969-70	13	3.2	3.9	1.3	2.5	.5-2.5	.5-4.5
1969-71	27	2.5	3.6	.5	2.3	.0-1.5	.0-3.5

Table 18: The Achievement of Third Grade Pupils Based on Type of Instruction.

School Year	Number Of Cases Regular Classroom	Reading Level		Gain	Number Of Cases Remedial Reading	Reading Level		Gain
		Mean Pretest	Mean Posttest			Mean Pretest	Mean Posttest	
1968-70	9	.89	2.17	1.28	6	.42	1.42	1.00
1969-70	7	1.71	3.07	1.36	5	.83	1.75	.92
1969-71	16	.70	2.70	2.00	11	.20	1.60	1.40

Tables 17 and 18 compare the scores of all third grade pupils at the time of posttest. The 1969-71 group gained 1.8 in reading level which is much better than the other two groups. Also, this group shows better improvement with the regular classroom instruction.

Table 19: The Achievement of Fourth Grade Pupils Based on Instructional Reading Levels.

School Year	Number Of Cases	Grade Level		Reading Level		Reading Range	
		Mean Pretest	Mean Posttest	Mean Pretest	Mean Posttest	Pre- test	Post- test
1968-70	20	3.7	4.8	1.5	3.2	1.7	1.5-4.0
1969-70	7	4.2	4.8	3.0	3.5	1.5	2.5-5.5
1969-71	28	3.5	4.6	1.5	3.0	1.5	0.0-6.0

Table 20: The Achievement of Fourth Grade Pupils Based on Type of Instruction.

School Year	Number Of Cases Regular Classroom	Reading Level		Number Of Cases Remedial Reading	Reading Level		Gain
		Mean Pretest	Mean Posttest		Mean Pretest	Mean Posttest	
1968-70	15	1.80	3.33	4	.75	3.00	2.25
1969-70	5	3.20	3.60	2	2.50	3.25	.75
1969-71	17	1.70	3.00	11	1.20	3.00	1.80

Tables 19 and 20 compare the scores of all fourth grade pupils at the time of posttest. The 1969-70 group had an average time lapse of 6.5 months from pretest to posttest (see Table 1, page 51) which is a lesser time than the other two years. The reading level of gain of .5 is much less than the 1.7 and 1.5 of the other two groups. This group did better with remedial instruction (.40 as compared to .75).

Table 21: The Achievement of Fifth Grade Pupils Based on Instructional Reading Levels.

School Year	Number Of Cases	Grade Level		Reading Level		Reading Range	
		Mean Pretest	Mean Posttest	Mean Pretest	Mean Posttest	Pre- test	Post- test
1968-70	21	4.4	5.8	1.8	3.3	.0-6.0	.0-6.0
1969-70	5	5.2	5.9	2.3	3.1	.5-4.0	.5-6.0
1969-71	31	4.4	5.6	2.6	4.2	.5-5.0	2.0-6.5
						1.5	.8
						1.6	

Table 22: The Achievement of Fifth Grade Pupils Based on Type of Instruction.

School Year	Number Of Cases Regular Classroom	Reading Level		Gain	Number Of Cases Remedial Reading	Reading Level		Gain
		Mean Pretest	Mean Posttest			Mean Pretest	Mean Posttest	
1968-70	14	2.04	3.36	1.32	3	.50	3.00	2.50
1969-70	3	2.83	4.00	1.17	2	1.50	1.75	.25
1969-71	23	2.80	4.60	1.80	7	2.00	3.20	1.20

Tables 21 and 22 compare the scores of all fifth grade pupils at the time of posttest. The 1969-70 group has a lesser gain than the other two groups at instructional reading level, but this group did better (1.17 compared to .25) in the regular classroom.

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Table 24: The Achievement of Sixth Grade Pupils Based on Type of Instruction.

School Year	Number Of Cases Regular Classroom	Reading Level		Gain	Number Of Cases Remedial Reading	Reading Level		Gain
		Mean Pretest	Mean Posttest			Mean Pretest	Mean Posttest	
1969-70	none	---	---	---	2	1.5	2.8	1.3
1969-71	9	2.80	4.60	1.80	2	1.0	4.0	3.0

Tables 23 and 24 compare the scores of all sixth grade pupils at the time of posttest. The 1969-71 group gained 2.0 which is much higher than the 1.1 and 1.3 of the other two groups. This group did much better in remedial class than with the regular classroom. The number of cases in remedial is small (2).

Table 25: The Achievement of Seventh Grade Pupils Based on Instructional Reading Levels.

School Year	Number Of Cases	Grade Level		Reading Level		Reading Range	
		Mean Pretest	Mean Posttest	Mean Pretest	Mean Posttest	Pre- test	Post- test
1968-70	12	6.5	7.8	3.8	4.7	1.5-6.0	2.5-7.0
1969-70	none	---	---	---	---	---	---
1969-71	8	6.5	7.6	3.9	4.9	1.0-5.5	2.0-8.0
						Gain	
						.9	

						1.0	

Table 26: The Achievement of Seventh Grade Pupils Based on Type of Instruction.

School Year	Number Of Cases Regular Classroom	Reading Level		Gain	Number Of Cases Remedial Reading	Reading Level		Gain
		Mean Pretest	Mean Posttest			Mean Pretest	Mean Posttest	
1968-70	10	3.75	4.85	1.10	1	4.0	3.0	-1.0
1969-70	none	---	---	---	none	---	---	---
1969-71	6	4.10	5.30	1.20	2	3.50	4.0	.50

Tables 25 and 26 compare the scores of all seventh grade pupils at the time of posttest. There were no cases in the 1969-70 group. The three pupils in remedial instruction had little gain (.50) or a loss (-1.0).

Table 27: The Achievement of Eighth Grade Pupils Based on Instructional Reading Levels.

School Year	Number Of Cases	Grade Level		Reading Level		Reading Range	
		Mean Pretest	Mean Posttest	Mean Pretest	Mean Posttest	Pre- test	Post- test
1968-70	1	7.6	8.8	1.5	1.5	---	---
1969-70	none	---	---	---	---	---	---
1969-71	3	7.8	8.6	6.2	7.7	6.0-6.5	6.0-9.0

Table 28: The Achievement of Eighth Grade Pupils Based on Type of Instruction.

School Year	Number Of Cases Regular Classroom	Reading Level		Number Of Cases Remedial Reading	Reading Level		Gain
		Mean Pretest	Mean Posttest		Mean Pretest	Mean Posttest	
1968-70	1	1.5	1.5	none	---	---	---
1969-70	none	---	---	none	---	---	---
1969-71	1	6.2	7.7	none	---	---	---

Tables 27 and 28 compare the scores of all eighth grade pupils at the time of posttest. There were no cases in the 1969-70 group and no pupils were enrolled in remedial instruction. The diagnostic program encouraged early referral, thus few cases were at this grade level.

IV. Conclusions.

It is now six years since a massive attack was launched upon reading disability among the public and non-public schools of Northwest Indiana. I am confident that the impact of these project programs -- (1) an individual pupil diagnostic procedure which provides data to assist the teacher with the instructional program, (2) Reading Seminars which provide graduate study and which culminate in Reading Specialists, (3) In-Service workshops for classroom teachers and other school personnel, (4) and the Northwest Multi-Service Educational Center which provided the nucleus for cooperative action by the schools -- will continue to encourage and guide the improvement of reading instruction.

A. Project Achievements.

1. Individual Diagnostic Techniques to Determine Reading Expectancy and to Establish Levels of Current Reading Performance.

The staff at the Northwest Educational Center has prepared and assembled diagnostic techniques which can be administered to most disabled readers in 90 minutes on an individual basis. This diagnosis requires a skilled diagnostician. The first efforts were long and complicated but during 1969-71 the procedure was improved so that each diagnostician tested two pupils during the morning and prepared the rough reports for typing during the afternoon. After the office had typed the complete report, it was delivered to the school. Usually mimeographed hand-out materials were included with the report. In most cases the time lapse from testing of the pupil to delivery of the report and materials was one week or less. This timing can be compared to earlier reports which required four weeks or more. Every effort has been made to get a quality report to the instructor as quickly as possible.

2. Profile of the "Typical" Disabled Reader.

The staff at the Northwest Educational Center has been able to analyze 1330 cases of the 2484 to determine some of the characteristics of the disabled reader who has come in contact with the Reading Clinic.

The typical disabled reader referred to the Clinic is a boy, one of four children in the family, and comes from a middle or lower-middle class home.

The typical disabled reader is 10 years old, in a fourth grade class of 30 students, and has probably failed at least once. He is reading about two years below his grade placement, but has average intelligence. He needs special help in reading. Contrary to what many believe, the typical disabled reader is not experiencing visual, auditory, speech, neurological or perceptual difficulties. The typical disabled reader displays the 'failure syndrome' which began in kindergarten or first grade.

3. Achievement of Disabled Readers Based on Pretesting and Posttesting of a Random Sampling.

Some time was reserved during 1969, 1970, and 1971 to posttest 325 cases. These cases were selected by random sampling and the diagnostician went to the school where the pupil was enrolled.

Data from the sampling shows that intervention of the 'failure syndrome' has occurred in ninety-four (94) percent of the disabled readers. Only six (6) percent show a regression in scores. From 114 cases which were sampled during 1971, the data shows sixty-four (64) percent made a gain either comparable to or greater than instructional months.

Much of the successful intervention can be attributed to the renewed spirit of cooperation by the pupil and teacher in solving the reading difficulty. Perhaps the most significant, single factor of the entire Project is the development of the following procedures:

- a. Identification of the disabled reader by the school and referral to the Northwest Educational Center.
- b. Individual pupil diagnosis by skilled diagnosticians to establish:
 - 1). Reading expectancy based on mental age, and
 - 2). To set the instructional reading level of the child.
- c. Personal assistance to the instructor through conference at the school, and with mimeographed materials.
4. Mimeographed Hand-Outs for School Personnel.

During the project years, emphasis has been given to mimeographed materials which are directly related to a classroom need. As the staff prepared such materials, it was made available to the instructor of the disabled reader. A copy of these materials has been given to the Indiana State Department of Public Instruction for dissemination.

5. Documentation of the Project Programs.

The project programs and procedures have been documented through written reports. Each report has been filed with the appropriate agency: U.S. Office of Education, Washington, D.C., Indiana State Department of Public Instruction, and each participating school corporation. The written documents were ----

<u>Document</u>	<u>Date</u>
a. Application for Planning Grant (OE 66-500)-----	November 10, 1965
b. Operational Grant Project (P.L. 89-10, Title III)---	August 24, 1966
c. Continuation Application (OE 67-2793)-----	December 15, 1967
d. Second Continuation Application (OE 67-2793)-----	March 10, 1969
e. Title III, Final Report-----	August 31, 1970
f. Research Data----- (The Achievement of Disabled Readers - 1967-71 School Years - Based on Comparison of Pretest and Posttest Scores)	August 31, 1971
g. Activities of the Northwest Indiana Joint Services and Supply Fund (Utilization of Local Funds for Continuing an ESEA Title III Project,--- Service to Disabled Readers)-----	August 31, 1971

- h. Project Summary ----- August 31, 1971
(A Massive Attack upon Reading Disability among
Northwest Indiana Public and Non-Public Schools)

B. Research Suggestions.

From time to time during the project, members of the staff have discussed these areas as needing further study and research:

1. What guidelines make an effective reading program for summer school?
2. How can elementary classroom teachers be adequately supervised in reading during the regular school year?
3. What is necessary to stimulate secondary teachers to respond positively to the problems of reading disability?
4. How can the Informal Reading Inventory be improved so that it is more useful for the classroom teacher?
5. What is the role of the State Department of Public Instruction in the administration of regional educational centers?
6. What relationships can be established among school, college, and university to provide functional reading skills for classroom teachers?
7. Who should finance the worthy educational program that is ready to graduate from experimental stages?
8. A follow-up study is needed to evaluate future progress of the 2,484 cases of this project.

C. Concluding Statement.

The operational programs of this project under both federal and local funds are suspended with the closing of the Northwest Multi-Service Educational Center.

The disposition of equipment which has been purchased with federal funds is the responsibility of the State Agency, Indiana State Department of Public Instruction. A list of equipment was given to this agency and it has arranged for disposition.

Wayne E. Swihart

August 31, 1971